
SOCIAL EDUCATION

CONTENTS

| | PAGE |
|--|---|
| EDITOR'S PAGE | 223 |
| ON THE MAKING OF CITIZENS | <i>Howard E. Wilson</i> 225 |
| AMERICAN YOUTH COMMISSION | <i>M. M. Chambers</i> 232 |
| SOYA BEANS, NOH PLAYS, GEISHA GIRLS, AND MING VASES | <i>Henry C. Fenn</i> 237 |
| EXPERIMENT IN HIGH SCHOOL ECONOMICS | <i>Hellen B. Pink</i> 242 |
| CLASSROOM COMMITTEES | <i>John Horrocks</i> 244 |
| THE ELEMENTARY SCHOOL PROGRAM TODAY | <i>Clyde B. Moore</i> 246 |
| LITERATURE OF POLITICS—1937 AND 1938 | <i>Phillips Bradley</i> 251 |
| HAVE YOU READ? | <i>Katharine Elizabeth Crane</i> 267 |
| NOTES AND NEWS | 275 |
| BOOK REVIEWS | 284 |
| PUBLICATIONS RECEIVED | 295 |

SOCIAL EDUCATION is indexed in EDUCATION INDEX

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Editor's Page

COMMUNITY RESOURCES

GOODY teachers have long been aware of the value of local history and institutions in teaching government, economics, modern problems, or even national development. Not only has a greater sense of reality been achieved in the study of both the past and the present, but the intrinsic value of local history has also been recognized, as the not infrequent requirement of a course in state history indicates.

Although many state histories have been published for school use, however, they have usually been brief and often almost as general and detached from really local development as textbooks in national history. Good local material of any kind, and especially of a kind suitable for classroom use, has been extremely rare. In one small state that has many distinctive governmental features of which its citizens should be aware, no account of the state's system of government has been published since 1891. Teachers and pupils who wished to study that government were faced with a real project, but they had far less equipment with which to work than, as complete novices, they needed.

"NON ACADEMIC" PUPILS AND THE COMMUNITY

WE are coming to realize, as our secondary school enrollment contains a larger and larger part of the country's youth, the special needs of the increasing number of students who do not and can not learn readily from printed materials. This

is not the place to analyze their total needs or to suggest a total program, but so far as social studies are concerned it is possible that much of their study should be in terms of their own community, where direct experience and personal contacts can be substituted for printed pages. The result need not be an entirely provincial or parochial outlook—similarities and differences can be pointed out, and films used to expand the local scene. Certainly a realistic first hand study of the immediate community, its organization, institutions, problems, and needs would yield far richer returns than an attack on any printed materials by pupils who can not manage vocabulary and ideas that go beyond their own experience.

Those who can study history, geography, government, and economics ought, in my personal judgment, to do so—not for the sake of the subjects, but for the sake of their own personal growth and civic competence, and for the good of the society of which they are part. Those who can not study these disciplines with profit should be able to gain a measure of these values through carefully planned, even though necessarily limited and relatively expensive, direct experience. And, to be sure, those who are fortunate enough to be able to learn from books also need direct experience and knowledge of their communities.

MATERIALS AND PROCEDURES

THE Ninth Yearbook of the National Council for the Social Studies, published last November, concerns "The Utilization of Community Resources." Both edu-

tional theory and practical procedures are presented, and some materials suggested. A. C. Krey has published a careful and suggestive *Regional Program for the Social Studies* (New York: Macmillan, 1938). Trips, community surveys, and even the writing, in school projects, of local history are receiving attention and producing some results. Of great promise too is the activity of the WPA in exploring local records and history.

THE HISTORICAL RECORDS SURVEY

THE Historical Records Survey, a WPA enterprise going forward on heroic scale, has been making a comprehensive inventory of local records in every state, indexing, organizing, and publishing reference materials that can be of great value to schools.

Professor Robert C. Binkley, chairman of an important and very active committee concerned with this enterprise, suggests that relief maps of communities or school districts at successive periods could readily be provided by relief labor, and suggests not only "the possible provision of reading material for pupils but perhaps even more the supplying of classroom illustration material to teachers." When did the railroad come to town? How did the community vote in various elections? These are questions, Dr Binkley suggests, to which teachers should have answers, and for which answers can be made available. Certainly the cooperation of the National Council for the Social Studies in Dr Binkley's activities is appropriate, and certainly towns and cities should find in the WPA output rich materials for community study and for the development of an effective program for pupils who have limited reading ability.

"CITIZENSHIP IN DETROIT"

THE possibilities of organizing community data in usable form for schools are excellently illustrated in *Citizenship in Detroit*, a 216-page "supplementary reader in community civics" recently prepared by

the Detroit department of social studies under the direction of C. C. Barnes, and published by the Board of Education.¹ Primarily a school enterprise, the plan was discussed by department heads, and first drafts were prepared by committees of teachers. Pupils aided somewhat in assembling facts, and the reactions of groups of pupils to a tentative draft resulted in some revision. The city departments and the director of the Detroit Bureau of Governmental Research provided necessary expert knowledge and advice.

The twenty-one chapters sketch the history of Detroit, describe its government in detail—the charter and officers, finance, courts, election system, the police, fire and health departments, the schools, the water, lighting, transportation, and market system, the parks, cultural and recreational facilities, city planning, public works, public welfare, and civil service—and presents a well rounded view of the organization and public activities of a great city. There is no lack in the volume of pride in Detroit, and there is—also naturally enough—little hint of the existence of the serious social problems of a great metropolitan center. Nevertheless, in it Detroit teachers and pupils have an extremely useful manual and a basis for any number of supplementary studies of city institutions, activities, and problems. They have also a real basis for comparison of a locality that they can know with others which they should also know about.

IF the need for realistic community study is as real as many social studies leaders believe, the federal program of local research and publication is particularly timely, and Detroit's demonstration of the practical possibilities for schools of such investigation should be stimulating to other cities and towns.

ERLING M. HUNT

¹ Department of Purchases and Supplies, Board of Education, Detroit. 35c.

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On the Making of Citizens

HOWARD E. WILSON

ON THE MAKING OF CITIZENS

THE newspapers report that "a record vote" was cast in the election last November. Yet in the bitterly fought contests of the several states it seems that something less than 80 per cent of those legally entitled to vote did so. One citizen out of five did not care to exercise his franchise. But 80 per cent is "a record vote." In many elections, even critical contests, not more than 60 per cent or even 50 per cent of the possible vote is polled. In Cambridge, Massachusetts, this last election, many who cast their ballots for officials did not bother to mark them either for or against a proposal for change in the structure of municipal government which was probably more important than any name on the ballot. A year or so ago a practical joker in the State of Washington ran the name of a mule on the municipal ballot and, without citizens knowing for what they were voting, succeeded in having the mule elected to public office. A few years ago investigation in thirty-two cities of New York State revealed that less than a third of the qualified citizens bothered to take any share in the selection of party precinct committeemen.

Dr Wilson, who is associate professor of education in the Graduate School of Education, Harvard University, has recently completed an extensive study of "Education for Citizenship" in the State of New York. This is a radio address which was given on November 15, 1938, over W1XAL.

Americans on occasion have fought for the franchise, but that privilege, legally assured, is often badly neglected. And not only in voting, but also in the conscious formation of public opinion and in defending such basic tenets of the American tradition as free speech and free press are we often derelict. There are many creaks and flaws in the machinery by which democracy operates among us.

Civic lethargy is a common disease—no less common than it is disastrous—in a society based on a democratic philosophy. Among us civic irresponsibility is not even confined to one or a few segments of our population; it is a general disease. One racial group produces about as many individuals who want the benefits of a democracy without any of its responsibilities as does any other racial group in the population. Civic slackers are found in all geographic sections, at all economic levels, in all denominations, in all cultural areas.

There is apparently not much correlation between willingness to assume ordinary civic responsibilities and the amount of "education" possessed. High school graduates seem no more inclined to vote, to help make public opinion, to aid in civic enterprises, than are those who quit school in the grades. College graduates rarely evince more civic drive than do high school graduates. We have created a vast machinery for public education, largely in the name of "education for citizenship," but the machinery seems faulty when its effects on the making of constructive, well motivated, thoughtful citizens are closely scrutinized.

THREE is no problem of more pressing, and continuing significance in American life than that of shaping the citizens who, in waves of generations, hold America in their hands. Consciousness of this problem began with the earliest rise of democracy in America. Search for its solution has resulted not only in the growth of the vastest school system history has ever seen but also in such other services for youth and such agencies for adult education as are all about us today. Franklin, Jefferson, Washington, and the succession of leaders since their days have all pleaded, as laymen and as statesmen, the cause of civic education. Professional educators and philosophers have repeated in various patterns of words the concept of civic competence in a democratic society as the first goal of public education. State legislatures and local school boards have required the teaching of "citizenship" and American history and other subjects designed to increase the social efficiency of those who go through schools. Yet there remain obvious defects in our civic life. The problem of education for full, constructive, energetic participation in democratic living has not yet been solved.

It would be ridiculous, of course, to assume that schools, even perfectly conceived and administered, could remedy or prevent all the civic shortcomings apparent in American life. Schools control pupils only a few hours a day, and their influence on pupils is probably not so great as is that of the home, the church, and the gangs and cliques into which young people organize themselves.

YET the schools have a measure of responsibility for civic education—have a task, long recognized and emphasized, to perform in the making of citizens. The school is not, in my opinion, now performing that task as well as it might. Even giving the school full credit for what it has done in making us a literate people and in transmitting from generation to generation the accumulating culture of the western world,

and, even recognizing the limited influence the school has over its pupils, one has to confess that schools have not yet made their full contribution to American civic life.

I should like to point out three ways in which I think the work of the schools in the field of civic education can be improved substantially. Significantly, all three of these ways involve not merely the action of teachers and school administrators; they involve also the cooperation of the adult communities within which schools operate. The work of the schools in civic education for a democratic society is conditioned by the support of the very democratic society which it seeks to perpetuate.

SOCIAL POINT OF VIEW IN THE CURRICULUM

THE first suggestion for improvement that I want to stress involves change in the school curriculum, in the subject matter to which pupils are "exposed." Many of the topics and subjects to the study of which we now give school time, some of the subjects hallowed by tradition as well as some of the so-called "fads" of education, do not contribute much to the social efficiency of pupils. Some years before his death, Gamaliel Bradford wrote a little article for an obscure New England journal which seems to me to suggest the best basis for a democratically sound curriculum. Bradford suggested that the common denominator of education in a society such as ours should be the study of man himself. In a recent report of the president of the Rockefeller Foundation, the same theme is emphasized; President Fosdick points out that the researches financed by that Foundation increasingly focus on "man's study of mankind"—the study of man's physical structure and well being, of his hopes and fears and dreams, of his creative powers, and of the capacities and drives which dominate him as a social being.

In the concept voiced by Bradford and by Fosdick there is the suggestion for a basic reconstruction of the school curriculum. In an industrial democratic society, where

life is based upon vocational specialization, an educational common denominator is especially needed. That common denominator ought to be study and understanding of the individual and his social relations. In the schools there should be more study of human physiology, of health, of our physical potentialities, and limitations. The taboo against sex education should judiciously be lifted. There should be more analysis of psychology and of the delicate mechanisms which give us or rob us of mental health and emotional balance. The processes by which we think and the subtle influences which seek to shape our opinions are proper basic studies for the citizens of a democracy.

THE study of human beings is not the exclusive domain of any one school subject or class. While both elementary and secondary schools may set up special classes in physiology and in social studies, and the secondary school may offer courses in some aspects of biology and psychology, every class that is taught within the range of general education ought to throw new light for pupils on what it means to be a human being. Mathematics *may* be a study of how to reason; the languages *may* be revelations of national cultures and temperaments. Literature *may* be an analysis of human behavior, an ethical experience for pupils. The sciences in secondary schools should deal with the nature of scientific thinking and with the social effects of science more often than they do.

An anecdote may make the importance of this suggestion clearer. One afternoon two or three summers ago, I was walking along the banks of the Charles River. On a hillside I saw a small boy industriously overturning stones. When I came near him I asked him what he was doing. "I'm catching snakes," he said, and proudly held up a glass jar in which half a dozen little grass snakes squirmed.

"You're working pretty hard at the job," I said. "What are you going to do with the snakes?"

"Oh, I'm catching them for my mother," he answered.

With that I sat down and urged him to further conversation. "What does your mother do with the snakes?"

"She boils them," he said, "and cans the soup she makes out of them. Then in the winter when she thinks we're catching cold, she gives us some of the soup to drink, and we don't catch cold."

Probably your reaction is the same as mine—a combination of surprise and disgust. But consider this fact: three hundred years ago, within five miles of where the boy was catching snakes, the learned Governor Winthrop and all the university-trained minds in the Massachusetts Bay Colony prescribed treatments for disease involving the use of powdered toads, of water from a hollow stump at a certain season of the moon. Their attitude toward many matters of health and toward all phenomena of nature was more like that of the boy and his mother than like that which is typical of the modern outlook. The change in our outlook toward the ordinary phenomena of life which the sciences have brought during the last three centuries is itself a profound social effect of the rise of science, worthy of closest scrutiny in schools.

A SOCIAL point of view needs to animate every subject taught in the schools, if we are to increase the social efficiency of pupils. Within the group of subjects known as the social studies—history, geography, civics, economics, sociology—this is especially true. History must be less a dry record and more an experience in "putting ourselves in the places of others"; it must reveal the basic social processes which have dominated group life through all the ages. Increased attention must be given the social sciences other than history. Pupils must study more about personal, functional economics—the elements of insurance against what Beard calls "the risks of civilized life"; the principles of budgeting and saving and investing as well as

the means of vocational independence; the first rules of taxation and the relation of public expenditures to state solvency; the areas of "consumer education" in wise buying of goods and in public policies concerning merchandising and advertising. The study of propaganda and its techniques and dangers in a technological age; the analysis of public opinion and its formation; the rise of agencies of community improvement and social welfare; the use of such cultural resources as public libraries, art institutes, forums and community centers, newspapers, and the radio! These are topics not now dealt with adequately in the great majority of schools of this nation, yet they are matters close to the heart of an effective civic relationship between the individual and his society. If we are to study man as a social being, such topics as these belong in the common denominator of general education. We need to re-analyze the courses we are teaching to pupils, to weed out that material which is inert and lifeless, and to include in the reconstructed curriculum areas of human living which give pupils maximum insight into their own personalities and into the complex pattern of personal relations we call society.

SCHOOL PRACTICE IN SOCIAL RESPONSIBILITY

A SECOND matter I want to emphasize deals not with what pupils study, the curriculum, but with the way in which pupils live within the school as an institution. In some respects the school is a miniature society, comparable, for the pupils who compose it, to the larger society in which adults are active. From this point of view, the extracurriculum activities of the school are as important as the more formal curriculum and classes. The *esprit de corps* of a school, its institutional personality, has a profound effect on the development of the civic traits of its citizens.

Unfortunately most schools are rigid and barren so far as pupils' way of living within them is concerned. Bells regulate the activities of pupils; their lives are largely domi-

nated by rules and regulations, sometimes ridiculously restrictive. Too frequently pupils have little practice in making decisions for themselves; they are forever told what to do. There is, of course, necessity for many school regulations and for rules for the common welfare within the school. But there are untold opportunities in school living also—opportunities too frequently neglected—for practice in the kind of civic behavior which a dynamic democracy demands.

There is evidence that in such civic practice pupils profit in knowledge, in attitudes, and in behavior. Under the direction of Dr H. H. Remmers of Purdue University, for example, certain attitudes of pupils in the parochial schools of Lafayette, Indiana, were measured. On tests of attitude toward law observance, the pupils there who participated in the extracurriculum activities most wholeheartedly ranked highest. Pupils who practise responsible citizenship in the school seem best qualified to practise it in life after school. Evidence leading to a similar conclusion was accumulated last year in the Regents' Inquiry into the Character and Cost of Education in New York State.

A N incident connected with the Inquiry may illustrate the importance of school living to qualities of citizenship. In the spring of 1937 a group of about four thousand pupils, attending nineteen different school systems within the Empire State were given an extensive battery of tests to measure their knowledge, skills, and attitudes. Among the tests was a reasonably reliable one for measuring their willingness to assume some responsibility and exert some effort for the welfare of the groups to which they belonged. On the whole, the results on the test were discouraging, but here I want to refer to the situation in two specific schools within the tested group.

In one school system, pupils ranked high on all the academic tests but very low in the attitudes tests. Pupils there seemed most

unwilling to undertake anything for the common good which cost them effort; their attitude toward civic responsibility was, "Let George do it!" I went to visit the school, and while there attended a meeting of the student council, which was made up of representatives of the various classes in the school.

On the morning I was there a tenth-grade boy made a report to the council on the safety problem. The school is located at a busy traffic intersection and at the end of each school session there is real danger of accidents. The boy giving the report told how many bicycles and cars were brought to school each day, and where they were parked. He knew approximately how many pupils left each door of the building at noon and at the close of the school day; he plotted out the traffic lines and showed where cars, bicycles, and pedestrians intersected. The members of the council were interested in what he said, and he presented the raw material for fruitful consideration of an immediate civic problem. But when he had finished, the presiding officer turned to the principal, who attended the council meetings, and said, "What do you want us to do about it?" *And the principal told them.*

All through that council meeting, when a question arose, the principal had the answer. It was usually a good answer, but it was not the pupils' solution of a problem. If there was any civic training for those pupils in that situation it was training for life in a dictatorship. I strongly suspect that in such training lay the reason for the uncooperative attitude of pupils as revealed on the tests.

AS it happened I went directly from that school to another smaller community. In the second community, I am told, public life and school life were alike very bad ten years ago. About that time the senior boys in the high school threw a principal downstairs, knowing they could get away with it because of the town's political situation. A few months later a teacher was thrown out

a window—but it was a first-floor window so no great damage was done. At that same time the juvenile delinquency rate in that community was the highest in the county. Today the juvenile delinquency rate is the lowest in the county, and the school is one of the pleasantest and most vital schools I have ever visited.

What caused the change? I think it is due to the fact that, about five years ago, a new principal and his teachers determined to make that school a satisfying place in which to work. Life in the school is full and energetic, with a strong extracurriculum program of clubs and activities, in which pupils are given many responsibilities. The student council there will illustrate the situation. I went to a meeting of the council and heard the pupils—with no teacher present—decide whether they would lend the school band a hundred and fifty dollars. The pupils had a school fund, raised by their own efforts; for its control and management they were entirely responsible. The band needed a hundred and fifty dollars to finish paying for new uniforms, but before the loan was made the council required the band leader to present to them collateral in the form of a detailed schedule showing how the money was to be raised for repaying the loan. Those pupils were perhaps making mistakes, but they were having experiences in the management of group affairs and in the shouldering of responsibilities. And though the pupils were not brilliant performers on the academic tests we gave them, they rated very close to the top of the state of New York in willingness to assume civic responsibilities.

It seems to me that one direction in which a school intent on discharging its full responsibility for civic education should move is toward the creation within the school of a rich and vital group life. The best way to train the citizens of a democracy is to provide for them to the fullest possible extent within the school opportunities for practising the behavior which democracy is later to require of them.

COMMUNITY APPRENTICESHIP IN SOCIAL RESPONSIBILITY

THE third and last suggestion I want to make is only indirectly connected with the formal school curriculum and with the school itself as a way of life. We need to try to build a bridge from school into society, a form of apprenticeship in citizenship which will close the gap between school training and entrance into adult life, and which will give citizenship itself a greater dignity.

In virtually all primitive tribes there is a ceremony of initiation into tribal citizenship. This ceremony, a vital part of the tribal ritual, both crystallizes and dramatizes the entrance of the individual into adult responsibilities and privileges. The practice of a probationary period, found in a few political organizations and in many religious and social groupings, serves something of the same purpose. But membership, full and responsible, in the American body politic for native born is not only remote from formal schooling but is also acquired without much thoughtfulness, impressiveness, or concern. It may be that citizenship today is granted, not too generously, but too nonchalantly for the public good. There is, of course, no present legal basis for a probationary period of citizenship, and the age of legal citizenship removes an initiatory ceremonial from the years of schooling. But even so, the hiatus between civic education in the school and civic participation in community life is greater than it needs to be. We need to develop a program of gradual induction into civic life. We need to give young people, while we can still train them for it, systematic, anticipatory experiences in carrying on the affairs of the civic groups of which they are to be members.

EDUCATIVE participation in community affairs, however, must be realistic. The stunt of having a "boy mayor" for a day which is practised in some communities is so unrealistic that it probably does more harm than good; the school need not co-

operate in such histrionics. In some communities there is danger of having adult groups exploit youthful zest and energy for publicity purposes, and this is to be avoided; the totalitarian states of Europe give abundant evidence of the degradation of civic education which follows control of an organized youth movement by clever political leaders. The type of civic apprenticeship that American schools need to develop is not to be found in publicity stunts or in the intensification of youth's consciousness of itself as a class. Rather is it desirable to provide activities, realistic and constructive in nature, which will unite each youth with the entire social group, which will allow him to grow into civic behavior just as an industrial apprentice grows into his job.

THERE are a number of illustrations of possibilities in this field in the practices of some American schools today. Near the Tappan Junior High School of Ann Arbor, Michigan, a few years ago was an empty field held by the local government for development as a park. The pupils in the school took it upon themselves to make a detailed survey of the landscaping and recreational possibilities in the park and of the needs of the neighborhood. They drew up plans and recommendations, submitted them to the city council, and ultimately helped carry out officially the recommendations they had made. In another community pupils participated in the designing of a new city hall, basing their suggestions on the function the building was to serve. Participation in planning and carrying out conventions, celebrations, Red Cross and Community Chest drives offers opportunity for constructive civic participation. Pupils of one school near New York City took an active part in an educational campaign dealing with proposals for the local adoption of the city manager plan. In Ellerby, South Carolina, a school undertook a reforestation project which led ultimately to the economic rehabilitation of an entire community. In a good many localities public forums

have been set up, jointly managed by committees of pupils and of their parents. Pupils often participate in local surveys; in Melrose, Massachusetts, a few years ago, they analyzed population trends for a local planning board; in Framingham, Massachusetts, they developed a cumulative index of the standard of living in the community.

These are but illustrations of what can be done. Their import is clear—if schools, supported by community opinion, seek opportunities for associating pupils with adults, as apprentices with masters, in the discharge of functions of organized group life, the quality and the effectiveness of civic education may be much improved. An apprenticeship in the duties of civic life is an important element, not only in formal education but also in the solution of the entire "youth problem" which faces us so menacingly today.

UNDERLYING all I have said is the basic assumption that, as a people, we are committed to the democratic ideal of pub-

lic life and that citizenship in a virile democracy requires active, energetic, enlightened participation by all in the process of group life. In carrying out a program of education for such citizenship, our vast public school system has an important part. The school is not now performing its task as effectively as it might. To increase its effectiveness I have suggested, first, the reconstruction of the school curriculum in such a way as to make the study of man himself the common denominator of general education; second, the creation within the school of a vital group life which challenges pupils, within their own groups, to live the lives democracy requires of them; and third, to develop plans for an apprenticeship in civic action, designed to bridge the gap between school and adult living. These three suggestions are not a full blue print of a program of civic education, but they offer opportunities for immediate action and possibilities for strengthening the forces of democracy in the world struggle against forces of totalitarian repression.

American Youth Commission

M. M. CHAMBERS

THE American Youth Commission of the American Council on Education was set up in the fall of 1935 for a period of five years, extending through 1940. I shall not dwell upon its history or purposes, because no doubt they are already familiar to you in a general way. Unmistakable indications that profound economic and social changes required a thorough study of the functions of society in relation to all phases of the welfare of young persons between the ages of twelve and twenty-five led to the initiation of the work of the Commission. Since only about three years of the five-year period have elapsed, the final comprehensive report of the Commission is now only in process of preparation. Therefore, I can not jump the gun and forecast the final recommendations, but I shall take pleasure in speaking of some of the findings of several of the studies which have already been completed.

In the January issue of *SOCIAL EDUCATION* George P. Schmidt, professor of history at New Jersey College for Women, in "Shall Washington Control Our Schools?" discussed the dangers of federal financial aid for our schools. Here a member of staff of the American Youth Commission of the American Council on Education surveys the work of the Commission and presents some of the problems and plans for aiding American youth, asserting that federal aid for education is a part of the answer. Which do you believe?

Naturally it was first necessary to identify and define as explicitly as possible the actual problems of youth which required study. Ranking high among these from many standpoints is the problem of job-finding and vocational adjustment. In 1935 it was estimated that approximately five million persons between the ages of sixteen and twenty-five were out of school and unable to find work. Since that year we have seen an improvement in business conditions followed by the deep recession of late 1937 and 1938, followed in turn by recent indications of an upward trend. A year ago the national unemployment census was taken, and, drawing from it as well as from data from other sources, a member of the American Youth Commission staff has recently estimated that the number of unemployed youth is now approximately four and one-third millions.

Regardless of what the precise figure may be, we are all aware that for nearly a decade there has been a widening gap between school-leaving and job-finding. There are thousands of instances of individuals who have been unable to find work for many months and even years after leaving school. The loss occasioned thereby, both in terms of material production and in terms of lowered morale, is unquestionably enormous. It is clear, of course, that widespread unemployment is not exclusively a difficulty of youth, and that the ultimate solution of the problem will depend upon measures which do not concern youth alone but effect readjustments in our economic machinery as a whole.

EDUCATION AND PLACEMENT

ASIDE from those readjustments, however, there are glaring needs now visible with regard to the employment and vocational adjustment of youth. One of these is the need for a far more comprehensive system of vocational guidance and placement services. A new concept of the place of vocational education is also necessitated. It is coming to be doubted that it is feasible to give in the American high school specialized practical training for specific jobs in industry, on account of the speed and unpredictability of technological changes. Furthermore, the increasing mechanization of production seems to shorten the period of training required of the great majority of workers, to an extent which raises the question whether this training had best be acquired on the job rather than in the school. For higher levels of skill and competency, required in pursuits which are sometimes designated as semiprofessional or semitechnical, the actual present trends indicate that the training is already largely pushed above the level of the traditional high school and is being given in vocational and technical schools and junior colleges, all of which are attended largely by high school graduates.

If the foregoing trends are accurately envisioned, the period of secondary education, at least up to the junior college, will be left largely free for general education designed to raise the level of culture and improve the capacity for democratic citizenship of the great masses of American high school youth.

TURNING from vocational education to guidance and placement, it is quite apparent that we have not as yet developed an adequate national system of observing economic trends from the standpoint of their effects upon employment, nor an adequate clearing-house of job opportunities and requirements as they exist at a given time. Observation of this situation influenced Dr Homer P. Rainey, Director of the

American Youth Commission, to recommend two years ago that a research and information-gathering staff, constituting what has been aptly called a national occupational outlook service, should be created.

Another important feature of the current scene which was early observed by Dr Rainey is the fact that very often the guidance service in the schools is not in intimate touch with the placement service in other agencies. Furthermore, in both guidance and placement we have a multiplicity of agencies in every community, some governmental and some private, and seldom is there found anything that could be called an effective cooperative working relation among them all. This deficiency led to the inauguration of one of our studies, namely, an investigation of the coordination of agencies of guidance and placement, which is being conducted in cooperation with the United States Employment Service in four large cities and in three rural localities. In each of these seven sites there is a different mosaic of agencies and a different set of relationships among them. In each instance efforts are being made to encourage the development of a pattern of coordination best suited to the situation in the particular community. In a sense, then, the enterprise becomes a demonstration of techniques by which the multiplicity of agencies in the field of guidance and placement can work together to achieve an integration of these services for the benefit of the youth and the community. Naturally the two agencies figuring most prominently are the public schools and the public employment services.

TO return to general secondary education, we may observe that we have an unprecedented situation which is in some respects a cause of pride, and in others a cause of great and immediate concern. In the country as a whole we have two-thirds of all youth of high school age actually enrolled in high school. We seem to be committed to an admirable and distinctly American ideal of secondary education, for

all. American secondary education is not for a selected elite, chosen on a basis of intelligence or of wealth. American secondary education is part and parcel of the great American system of free public schools which has been a basic feature in the American dream of equality of opportunity for more than a century. The American high school is a common school—a school for the general education of the whole body of American citizenship.

A belief in the validity of this concept has led Dr Homer P. Rainey to state the principal aim of the secondary school as being an education for the common life. In other words, the traditional high school curriculum, in both its classical and vocational aspects, should no longer occupy the center of the stage. There must be offerings going to the heart of the current problems of youth of every economic class and intellectual type, such as will attract the interests and enlist the enthusiasm of boys and girls of secondary-school age as they contemplate their individual perplexities and as they ponder the issues manifest in their communities and in the nation.

It is trite to point out that the progress of democratic societies in the modern world is at a critical stage. There is, however, among us a faith that our social organization can be adjusted in such a way as to make us masters of the splendid technological forces before which we have stood aghast through several years of economic dislocation. The basis of this faith is the belief that we can have an informed, tolerant, and cooperative citizenry capable of understanding the complexities of our industrial life, and capable of devising and working methods of turning our great productive capacity to the common well being. This hope, in turn, rests largely in a confidence that the American secondary school can rise to the supreme need and educate such a citizenship.

One of the early enterprises of the American Youth Commission involved the orderly collection and presentation of the factors

which should influence immediate changes in secondary education, as well as its development in ensuing years. A brief but comprehensive statement, which we might discuss profitably here if we had the time, was prepared in the form of a preliminary report by Dr Harl R. Douglass, now the director of education in the greater University of North Carolina. This statement was published for the American Youth Commission under the title *Secondary Education for Youth in Modern America*.

In the American Youth Commission's study of 13,500 youth in the state of Maryland, which has become well known through the report *Youth Tell Their Story*, it was found that approximately two-thirds of all young persons out of school reported that they had left school for economic reasons. There was ample evidence that the high school, despite our wishes to the contrary, is still selective to a considerable degree on the basis of economic status. This points clearly to the need of a continuation and expansion of existing provisions for scholarship aids and earning opportunities for large numbers of competent students who can not continue in school otherwise.

Another related finding of the Maryland survey was the fact that the extent of a young person's schooling, and his success in finding a job, and the remuneration he is able to obtain, as well as the age at which he marries and the number of children he has, are in general pretty largely conditioned by the occupational status of his father. Low wages, curtailed schooling, early marriage, and large families all go hand in hand, and tend to hold each succeeding generation of youth to approximately the same economic level as their parents. This situation is in sharp contrast to the theories written in the nineteenth-century copybooks, which exalted the hardships of the poor and held poverty as an asset in the rise to affluence. All this is only a way of saying that some of the folklore of our pioneer agrarian society is sadly out of joint in our modern industrialized age.

The Maryland survey report concludes that raising the economic and cultural level of the oncoming generation requires immediate extension of provisions for their educational and recreational needs. It requires within each community a study of the situation of its own young people, and a constant coordination of all local agencies designed to provide the needed services.

FEDERAL AID AND PLANS

VIEWING the picture nationally, we find astounding and yet relatively little-known disparities in the situation of young people in different states and regions. In mere numbers alone, South Carolina has twice as many children and young persons in proportion to its adult population as has southern California. If we compare the ratio of children and youth to adults among the urban population of the United States with the same ratio among the rural population, we shall find that the latter is higher by half. When we look at the financial ability of these different groups and these different regions to provide and support the necessary social services for youth, chief among which is public education, we find that the very regions having the largest proportions of children and youth have at the same time the smallest financial resources. To put it tersely, the southeastern section of the United States, and the rural population in all parts of the country, are at a tremendous disadvantage with respect to the possibility of maintaining education, health and recreational services for their youth in accordance with modern standards.

Apparently the only answer is an equitable distribution to these disadvantaged areas of financial aid from the national government. Not only is this justified amply by the mobility of the population, but also by the fact that our national taxable wealth has for many decades been transmuted to an increasing degree into forms which are beyond the effective reach of the state and local taxing authorities, and which can be

taxed justly only by a unit as large as the federal government. These trends have been substantiated in studies by Dr Newton Edwards of the University of Chicago for the American Youth Commission and for the National Resources Committee, and by numerous other investigations by scholars at Columbia University, by the National Education Association, and by the President's Advisory Committee on Education.

FROM its inception, the American Youth Commission has had a keen interest in the current federal activities in behalf of youth, particularly the Civilian Conservation Corps. Accordingly it launched some two years ago an investigation of the educational and other aspects of the CCC. This involved the administration of tests of the social attitudes of enrollees, repeated at intervals of six months in some two hundred camps, for the purpose of revealing to what extent the social philosophy of the young men is affected by the period of residence and work in camp. The project also included a study of the health of the enrollees, and observation of numerous other features of the personnel and conduct of the camps, with a view toward making recommendations for their greater usefulness as an agency of education as well as of the conservation of material and human resources.

ANOTHER project which the American Youth Commission has in progress is a study of the effect of race prejudice and economic handicaps upon the personality of Negro adolescents. It is being carried on by means of interviews and case studies in several centers in the South and in a large northern city. The object is to observe the Negro youth who remain in the agricultural South, and those who migrate to southern cities, and those who migrate to the North. The staff of investigators includes both white and Negro sociologists and psychologists, and the whole project is the special concern of a national advisory committee made up of sociologists and educators of

both races. Much is already known about the material disadvantages under which the Negro racial minority labors, and it is thought that investigation of the cost of these barriers in terms of personality development may produce new knowledge and new suggestions for advancing interracial tolerance and cooperation.

ALTHOUGH a majority of our entire population is now urban, the rural population still produces more than half of the children and youth. Therefore the conditions now affecting rural young people are of great concern. During the early years of the depression the heavy cityward migration of rural youth was slackened, but there are indications that it was resumed when business conditions improved, and that it is likely to continue for a long time to come. This means that for a certain portion of rural youth there ought to be available a realistic vocational education in non-agricultural pursuits. For those who will remain on farms, modern education in vocational agriculture could be offered more extensively on higher levels than it now is. For all rural youth what has been said concerning general secondary education applies with double force, for it is well known that rural young people are not now in high school in the same proportion as urban youth. In many places in many states provisions have not yet become effective to make a high school accessible to every qualified rural boy or girl. There are substantial deficiencies, such as absence of free transportation and the requirement of non-resident tuition, which still deprive many of their chance in secondary schools.

Not only does rural education need to be strengthened and extended, but the same is

true of other social institutions such as the neighborhood church and the community recreational gatherings which formerly played prominent parts in our rural culture. These activities have tended to be weakened by the pull of commercialized amusements in urban centers, abetted by the rapid development of good roads and the universal use of the motor vehicle. The rural community is threatened with a loss of social cohesion. But it is probably possible to reconstruct agencies of recreation and informal education which may restore the vigor of the rural community. The American Youth Commission is deeply interested in all these possibilities and is now conducting a study by which it is hoped that stimulus and guidance may be given to an incipient movement which will rebuild and improve the best values in American country life.

THE limitation of time will prevent anything more than mere mention of some of the other investigations which the American Youth Commission has carried on. A study of university and college health services has been completed and is now in press. A book on *Education in Family Living* will likewise soon appear. A large annotated bibliography of youth problems has been published. An encyclopedia of three hundred youth-serving agencies was published two years ago, and special studies of community coordination and of youth-led associations are now in progress. These activities give me confidence in the assertion that the final report of the American Youth Commission will contain significant recommendations regarding manifold phases of the mutual obligations of modern society and modern youth.

Soya Beans, Noh Plays, Geisha Girls, and Ming Vases

HENRY C. FENN

AND we might go on to list further: chop suey, chow mein, kimono, hoku and tanka poems, tung oil, kowtow, tycoon, genro, coolie, satsuma, Kuomin-tang, Seiyukai, rice bowl, face saving, and extraterritoriality. These terms, Chinese and Japanese in origin or setting, appear casually and often unexplained in our daily press, not to mention magazine articles and books. Have our schools so much as noticed this intrusion of the outer world upon our self-contained Western Hemisphere?

Isolation may be political and economic; it may also be cultural. Today, of course, hundred per cent isolation is practically unattainable, for a moment's thought reveals forgotten debts to foreign peoples for materials of daily living, ranging from Brazilian coffee for the great American breakfast to Finnish music for the evening concert. Yet cultural isolation seems to be a corner stone of educational tradition. The conventional curriculum is founded upon family unity of occidental cultures and historical continuity of their chief threads of

development. Modern education relaxes the stress on chronological order. Instead it becomes so concerned with the child's interpretation of his immediate environment that it frequently neglects the relation of the individual to world comity, a theme which the daily news, properly understood, fairly shrieks in our ears.

PART of the difficulty is suggested by that phrase "properly understood." Is the average American—parent as well as child—able to understand the news in the press, over the radio, and through the cinema? Can we follow the war on a map of China? Do we know the attitude of India's native princes toward home rule? Do the Filipinos really want independence? Why are the Chinese Reds so sure Japan can never conquer China? Do we ever sense the fact that Chinese visitors in this country must regard some of our accepted mores as nothing short of barbaric?

Say we do take up the challenge of the new education and set about helping the child to know his environment. The natural textbook is the newspaper. If it's a good paper, it will give a good deal of attention to world happenings. We soon bog down in a morass of foreign places, persons, and historical references. Why didn't our teachers give us the facts? They did give us facts, but the wrong set for reading today's newspaper.

The environment we must help the child to understand is evidently one of concentric circles, starting with the family and ending with the universe. None of the circles can

With the Far East taking an increasingly important place in our news and thought, practical suggestions for teaching about China and Japan are in order. The author lived for many years in China, part of the time as a secondary-school teacher. He is now on the staff of the Lincoln School, Teachers College, Columbia University.

safely be taken as even a temporary horizon except in the very lowest school grades, because the stars in the sky, the Chinese laundryman around the corner, and the African elephant in the story book penetrate the interest range surprisingly early. The old fashioned geography had the right idea; it reached to all the world. The newer science has the same thought, when it refuses longer to be bound by the comparatively narrow limits of biology, physics, and chemistry texts, and meets the questions life has raised in the child's mind about geology, about anthropology, about astronomy. So in the social and cultural fields there can be no limit short of the limits of human society.

This suggestion to expand the area of study runs up against an already over-crowded schedule. Obviously there is need for judicious selection. Is not the old criterion best which called for the study of those cultures to which our own is most closely tied? By no means, for the future gives every evidence of forcing us to deal with cultures to which we are not closely allied. Let us rather take the criterion of current news interest. To be sure the news shifts its center of interest from year to year, even from week to week, but that very fact will keep us from getting once more into curricular ruts that ignore current needs. The purposes of a curriculum should be relatively enduring; its content must vary with changing needs.

THE NOT-SO-FAR EAST

CHINA and Japan have long had a peculiar appeal to Americans. Is it due to the trade contacts established by clipper ships out of Salem or to Commodore Perry's visit to Japan? Have the support of missionary societies and contributions to China famine relief drawn our interests across the Pacific? Or is the presence in our midst of the Chinese laundryman and the Japanese valet responsible? Take your choice of a reason. The interest is a fact.

Moreover, the present curriculum needs

materials from the Far Eastern cultures. No treatment of current events can ignore what is going on in China, nor can that situation be understood to the satisfaction of a high school pupil without delving into cultural as well as political backgrounds. Tracing the development of our own foreign policies leads us inevitably to the Far East. No course in world history can justify the name, if it neglects half the human race, a quarter of the earth's surface, the oldest living culture, the greatest potential market of today, the most powerful military despotism, the greatest struggle for national unity, and some of the most rapid and radical social and economic changes going on in the world. The fields of art, music, and literature can not afford to spurn the contributions of Asiatic peoples. Bringing into the classroom a generous sampling of culture patterns means both the enrichment of the common experiences of the group and the offering of a wider range of cultural hobbies to the individual.

A DECADE ago the objection was raised that the materials for teaching Far Eastern cultures were not easily available or were unsuited to the pupil. This no longer holds. A study of book reviews over this period will indicate how rapidly the publication of books on China, Japan, and India has grown. Courses on these cultures are offered now in a number of colleges. It remains only for the teacher to take up the current need and do something about it.

"WE LEARN BY DOING"

IF something is to be done toward broadening our experience it is appropriate to consider what means are most effective to produce the desired results. Specific aims may vary, but there will be general agreement on these broad objectives: to understand the community of peoples in which our own nation is but one group; to evaluate critically our own culture through comparison with others; to multiply our areas of interest; to broaden our range of

tolerance; and to increase and deepen our sympathies.

There has been much reading and hearing about alien peoples and far too little first hand contact with them and their ways of life. True, we can not all take a world tour. Often we can not even bring Chinese or Japanese into the classroom. Yet there are experiences we can have at home or in the school. It should never be forgotten that children, and adults also, like to *do* things.

Why not relegate all books to the reference shelf for a change and use them only for reference, that is, have your pupils consult them after the interest has been generated and a need for book information created? You don't know enough about China, or Japan, or India to teach that way? Then why not learn with the class instead of trying to keep one lesson ahead of your pupils in deference to the dying tradition that the teacher must know all the answers? Your own higher education certainly enables you to help them find information. Consider some of the possible activities through which an appreciation of things Chinese or Japanese may be built up and in which you can be in a true sense first among equals rather than an erudite—and possibly boring—lecturer.

CHILDREN enjoy reading the characteristically short and incisive Chinese word-picture poems and the Japanese *hoku* which hints but never says. They like hearing them read aloud too. Translations are plentiful. Pupils strong in initiative may spontaneously undertake imitations of these exotic styles. Try some of these experiments:

1. Write three or four *hoku*. Rework until all unnecessary words have been eliminated. Try them on each other to see if the subtle meaning is readily caught.
2. Take a prose version of a Chinese poem (prepared by the teacher) and make your own poetic rendering, holding as closely as possible to the Chinese style.
3. Express your own impressions and feel-

ings on awakening from sleep, on returning home, on watching clouds, or some similar theme suitable for impressionistic treatment. Follow the style of a Chinese word-picture poem.

A few Chinese songs have now been published in this country. They are simple folksongs for the most part and easily learned. The experience of learning to sing them makes a more lasting and appreciative impression than any amount of discussion of the theory of Chinese music or even listening to phonograph records. Song tunes, by the way, have nothing in common with what is to the western ear the harsh sounding music of the Chinese stage. This contrast can be brought out by the introduction of a record of stage music.

CHINESE writing is interesting to see and to have explained. The explanations can be culled from books if needed. Real enjoyment and real appreciation comes only from taking brush pen in hand and making ludicrous efforts to produce the sensuous and rhythmic strokes of the Chinese calligrapher. An hour's experimenting explains why the Chinese scholar has to spend as much time practising handwriting as the American concert pianist spends at the piano. It may, to be sure, leave also a sense of inadequacy to the task, but that is one of the gateways to appreciation.

This experiment suggests the handling of the brush pen in painting as well as in penmanship. Oriental paintings as seen in the museum may or may not appeal to a group of children. There is a gap between the ordinary experience of an American child and a Chinese painter which can not be bridged by exposition. First hand study of a Japanese or Chinese painting with brush in hand and paper alongside in an endeavor to discover how to accomplish certain specified effects provides the challenge of a definite problem. The class may be offered such a choice as this:

1. Find out by experimenting, as well as by studying a painting of bamboos, how

bamboos can be painted with a single stroke to each joint.

2. Chinese landscape artists sometimes indicate mist in the valley by gaps of white paper between the foreground and the background. Try it.

3. Chinese philosophy stresses the insignificance of man. The artist puts this thought into his picture by setting a very small man in proper relation to a very big mountain. Try it.

4. Play with Japanese *torii* in various settings and relations to see where they are most appropriate and what they do to a picture.

5. Experiment with the typical Japanese black and white picture of snow-capped Mt Fuji with various foregrounds. Find out what each does to the other.

6. Reduce a Chinese or Japanese building to as few lines as possible and thereby bring out its essential nature.

The Japanese art of printing from wood blocks is by no means alien to the western world. It is similar to linoleum block printing. Possible assignments are:

1. Make yourself a bookplate design to be block printed.

2. Devise a small design the repetition of which by means of a printing block will produce a decorative book jacket, end papers, or a notebook cover.

3. Design a Christmas card to be block printed.

Chinese poets and painters were frequently men of two talents. They painted pictures of their own poems and wrote poems on their own pictures and those of others. This practice deserves emulation. I have had children produce very interesting and satisfying combinations of this sort.

ONE would hesitate to lecture to a secondary school audience on Chinese philosophy and philosophers, but I have handed to tenth grade children translations from the original works of those sages to have the readers come back for more. I believe children respond to being given

adult fare instead of prepared foods. Try these:

1. Find parallels between the teachings of Chinese sages and the precepts of the Bible.

2. Write an imaginary incident involving a Confucianist and a Taoist to illustrate their different attitudes. The incident does not need to be serious. Have a Taoist priest fall off a bridge and land on a Confucian scholar in meditation. Or picture a tiger who is a Confucianist on the point of killing and eating a deer who is a Taoist.

3. Write a new version of the story of the Magi, making your three characters a Confucian scholar, a Taoist hermit, and a Buddhist priest.

4. After reading a few of the parables of the Chinese sage Chuang Tze, and by contrast some of the parables of Jesus and some of Aesop's Fables, write a modern parable of your own.

5. Imagine yourself a philosopher holding discourse with one or two of your pupils in the question and answer style common to Socrates, Confucius, and many others. Write such a discourse setting forth some of your own philosophy.

6. After reading some Chinese proverbs, compose some of your own.

Such tasks as these accomplish at least two things: they make the forms of speech of ancient and alien peoples seem not quite so strange and consequently bring the content a little closer to the realities of today; and they make the pupil do some thinking on his own and help him to formulate his ideas in concrete terms.

MOST cities of any size in America today have been invaded by the Chinese laundryman. Not far behind him is coming the purveyor of chop suey and chow mein. It is no trivial experience to eat foreign foods, especially with strange implements. One of my own classes, after a trip to a restaurant in New York's Chinatown, brought chopsticks to the school cafeteria for weeks afterward and tried them on

everything from sandwiches to ice cream. They agreed after the experience that it was far from irrational for the Chinese to regard our custom of serving slabs of meat and sharp knives with which to rend them as somewhat barbaric as compared with their own habit of preparing all food so thoroughly that only a pair of chopsticks is required to handle it. They learned incidentally that the Chinese are careful not to overcook foods though few Chinese know that this has the effect of preserving the vitamins.

The oriental theatres are all rather complicated and call for highly authoritative interpretation, a thing seldom available. But shadow puppets, used in China, Japan, and the Netherland Indies, present no insuperable problems, if time permits the making and using of them for simple original puppet plays.

In my own experience the pupils' homes have usually contained articles from oriental countries which can be borrowed for classroom or show case displays. A good deal of study as well as taste lies behind the effective arrangement of an exhibit. If the show case committee has time to go into the history and significance of the objects on display, the members are in a position to function as museum guides to the rest of the class. The fact that most of the articles come from pupils' homes contributes the desirable sense of proprietorship and at the same time gives evidence to the pupils of the penetration of their very homes by far blown influences.

T need hardly be suggested that wherever natives of the countries whose cultures are being studied are available as speakers or guests, their presence enhances the reality of the classroom situation and all that goes on there. Next best source of emotional aid is our rapidly growing stock of realistic fiction dealing with oriental life. Pearl Buck's trilogy and her short stories

still rank first in accuracy. Alice Hobart's *Oil for the Lamps of China* and its sequels give an excellent picture of the relation of the foreign business man to the Chinese with whom he deals. The past year has added at least three distinct viewpoints. Moritz Jagendorf's *In the Days of the Han* is a reconstruction of the China of the second century before Christ. *Son of Han*, by Richard La Piere, presents sympathetically and realistically the tradition of Chinese classical scholarship and its effects on personality. Edgar Snow has translated and edited a group of modern Chinese short stories under the title of *Living China* and thus made available a Chinese interpretation of China. This work has one advantage over Lin Yu-tang's deservedly popular *My Country and My People* in that the latter was planned for American consumption while the former has the candor of Chinese talking to their own countrymen. These are but a few samples of the background materials now in our libraries. One does need to be on guard however against the pseudo-Chinese tales which lead to Bret Harte's false conclusion that "for ways that are dark and for tricks that are vain, the heathen Chinee is peculiar."

WHEN we turn to books the experiences cease to be actual and personal, at least to a degree, and become vicarious and second hand. As such they still fill a definite need after the first hand experience. And so do all the other books on the reference shelf with their third and fourth hand information. How they are to be used is for the individual teacher to determine. That lies beyond the scope of this discussion.

Tung oil, face saving, and sukiyaki. The cultures of Asia are at our door. Let us welcome them, first with the emotional handclasp of intimate experiences, then with the intellectual seeking to know about them.

Experiment in High School Economics

HELLEN B. PINK

WHY not experiment? All teachers have ideas! The results of these efforts are conducive to better curriculums, but the most important results lie in making young persons happier and more efficient units in society.

No doubt economics—that is high school economics—has been considered a very theoretical, impracticable subject. Long ago some schools threw it into the ash heap of unused material. Other curriculum enthusiasts have combined it with sociology, civics, community problems. It has become a hodgepodge of what-have-you or what-do-you-want. The present danger is that classes too glibly repeat theories but leave school with only a hazy idea of "something."

ONE class that I taught began by discussing the students' conceptions of the word "economics." Facts and fancies gathered from newspapers, magazines, home, and conversations were discussed. Something was radically wrong. Our discussions became "jibber-jabber." Out of the confusion the class decided that their main problem was not subject matter at all, or textbooks, but "how to study." Gradually an economics outline emerged. We divided the semester's work into two main divisions: Business and Home.

A teacher in the Central High School of Minneapolis offers these suggestions for breaking away from a conventional course of study in economics.

BUSINESS

ACH pupil in the group had an imaginary bank account of \$10,000 for business and the home.

For the part of the semester devoted to business we worked out an approach that might be indicated in some such way as the following:

- I. Insurance
 - A. Visiting insurance offices
 - B. Studying
 1. insurance pamphlets
 2. insurance policies
 3. textbooks
 - C. Listening to talks by business men and women
 - D. Applying information to class activities such as
 1. organizing an insurance company with members of the class as agents and medical examiners
 2. selling insurance in class
 3. paying and collecting premiums every week (An insurance year is one week.)
- II. Banking
 - A. Bank established with government charter
 - B. Cashiers chosen by the class
 - C. Checking and saving accounts
 - D. Borrowing and lending privileges extended to pupils as customers
- III. Government Bonds
 - A. Bond salesmen chosen by class
 - B. Named "High School Bonds"
- IV. Stocks
 - A. Background from

1. trips to Stock Exchange
 2. pamphlets on New York Stock Exchange
 3. textbooks
- B. Class work
1. brokers volunteered from classes
 2. buying and selling orders given by pupils to brokers
 3. daily quotation from newspapers

HOME

FOR this portion of the work on the home the class was divided into couples. There were a few bachelor girls and also a few bachelors. Everyone had two dependents.

- I. Building the house
- A. Information acquired from
 1. magazines and books
 2. outside speakers
 - B. Lot chosen for building
 1. plats displayed on blackboard
 2. "for sale" section of daily newspapers
 3. offerings of class real estate firm from which purchase finally made
 - C. Financing arranged to meet payments in regular blocks but allow for as little disturbance as possible to investment plan to which couples and individuals were already committed in previous study on business
 1. through banks
 2. under government provisions for loans
 3. through building and loan organizations
 - D. Deed written and signed
 - E. Plan for house drawn by class architect
 - F. Arrangements made with contractor
 1. specifications carefully checked
 2. contract
- II. Furnishing the house
- A. Visiting
 1. interior decorators
 2. model homes
 - B. Studying
 1. catalogues

2. magazines
 3. advertisements
- C. Purchasing articles (pictured) from
1. class interior decorator
 2. department store
- III. Buying for the house
- A. Necessities—food and clothing
 1. information gained through
 - a. trip to stores
 - b. consultation with parents
 - c. advertisements
 2. budgets made, analyzed, and criticized
 - B. Luxuries—auto, radio
- IV. Utilities used in home
- A. Gas
 - B. Electricity
 - C. Water with rates based on city rates and bills sent regularly
- V. Paying taxes
- A. Kinds
 1. income
 2. inheritance
 3. property
 - B. Visit to city treasurer's office
 - C. Visit to state treasurer's office

While building the homes, the pupils entered all types of business necessary for "real living." There were contractors, lawyers, doctors, grocers, department stores, and newspapers. Partnerships and corporations sprang up overnight. Discussions of competition, supply and demand were heard on all sides. The imaginary village became a booming city.

The pupils enjoyed learning something, practically, about how business is run, houses are built, and homes conducted. They enjoyed the class activities for the sake of the knowledge itself and also for the feeling of sharing real work and responsibility in a mature fashion. Many of them expressed themselves as having gained from it a sense of reality about books and the things to be learned from books and applied to experience, which too often escapes our best efforts.

Classroom Committees

JOHN HORROCKS

GROUPING students into various types of classroom committees has proved one of the more interesting as well as effective means of presenting material to a social studies class. Personalizing in this way the work to be covered seems to stimulate greater interest and to accomplish more than is accomplished when material is ready made and assigned by the teacher.

The class may be divided into committees varying in size and number as the particular situation seems to demand. There are almost limitless ways of selecting such committees. Individual situations will vary from school to school, from class to class, and probably the demands of the moment or of the particular teaching situation ought to govern the manner of selecting committees. A general class meeting may be held in which committee chairmen are elected. Sides are chosen, or the boys and girls in the class may volunteer to serve on a committee whose chairman they like, or the teacher may hold a meeting of the chairmen and help them to select their committees.

If the teacher fears that the class may elect the wrong kind of chairman, there is always the possibility of dispensing with the elec-

Teachers who are looking for fresh classroom procedures, or who feel the need of flexible assignments and rates of work for students of varying ability, will be interested in the suggestion of a high school teacher in Fulton, New York.

tion by appointing the leaders. On the whole, however, such arbitrary selection does not seem to be very desirable. A class can generally be depended on to select its best members, and, if we are trying to inculcate a conception of the ideals and workings of democracy, it is well to proceed to elect student representatives in a democratic fashion.

Much lip service has been, and is being, rendered to democracy, which is directly contradicted by the striking unwillingness among teachers in general to allow the boys and girls to work out their own problems in a democratic situation. This seems to be missing a most valuable teaching opportunity that could show the children much.

If the unit being studied at the time of committee selection happens to have something to do with elections or politics, a project may well be set up about the election of the chairmen, which may include balloting, campaigning, and other features valuable in a complete understanding of the mechanics of selecting office holders in a democracy.

ONE possible phase of the committee system is grouping by ability, and this has proved its value in a number of classes. Such grouping naturally eliminates democratic election, but democratic procedure may be brought in in the subsequent work accomplished by the committees.

In spite of numerous disadvantages, it is more or less generally conceded that homogeneous grouping of classes has many desirable aspects, particularly in a subject

that permits as much individual variation as social studies. The administrative difficulties have often made homogeneous grouping cumbersome, or at least infeasible.

On the other hand homogeneous grouping of committees within the class seems to offer a possible alternative to teachers who would like to use ability classification, but who, owing to administrative exigencies, have been unable to do so. The classroom teacher, knowing her students, may place them on committees according to ability, desire to work, general personality and attitude, or, preferably, a combination of these. In this way parallel systems of work may be carried on in the same topic by, say, six committees, ranged in ability from the highest to the lowest, with the approach and standard of work to be accomplished on the parallel topics ranging in difficulty according to the ability and tastes of the students concerned. Needless to say, genuine interest, or any intrinsic worth in the work, will be lacking if the work assigned is too hard or too easy for the ability of the students.

PERMANENT committees to last the whole term will be found advisable in some situations, while temporary ones will work better in others. One difficulty with a permanent committee is the trouble, early in the semester, of forming judgments, or, indeed, of ever forming final judgments,

as to the relative ability of the boys and girls concerned.

After the committees are once formed, there are a number of ways in which they may be used. One particularly successful way is to organize the class into a committee of the whole (here democracy is brought in again) with proper elective officers. The committee of the whole may then sit in constructive judgment of the various committees who submit their work. A mild form of rivalry, if not carried too far and if extrinsic rewards are not offered, will be found a useful stimulating device to committee work. Presenting committee projects before the class will lead to more exacting work, since children tend to be harsh critics, holding up a much higher standard than the teacher would probably hold.

Round table discussions among the various committees, with the discussion afterwards thrown open to the class, have been popular with the boys and girls, and this last method is especially desirable in that it gives them an opportunity for carrying on a conversation. Conversation, although one of the skills that is most useful in after life, is rather lightly passed over in school, or, at best, is relegated to the already over-worked English department. Social studies can cultivate the field equally well and can prove its social worth in yet another way.

The Elementary School Program Today

CLYDE B. MOORE

WILLIAM SHAKESPEARE was at once a wise student of human nature and a brilliant commentator on social trends and situations. Probably within a generation of the sailing of the Mayflower he caused the Prince of Denmark to observe what again we of this generation are experiencing:

The time is out of joint; O cursed spite,
That ever I was born to set it right!

Hamlet may have felt the force of a conclusion reached earlier by a Greek philosopher that the greatest calamity which can befall a man is to be born. The time was indeed out of joint, and, caught in the matrix of circumstances, he was faced with the necessity of doing something about it.

For us, too, the time is out of joint. Not only that, but we believe that time has been so accelerated in recent years that episodes of disjointedness seem to rush upon us with an increasing rate of frequency. Furthermore, we find ourselves unwilling to sit supinely by, while dictatorial edicts reduce the temporal dislocations to totalitarian states in whose ideology the value

We need occasionally to take stock of what education is all about, and of how well it is meeting old and new needs of society. The author of this thoughtful evaluation is professor of education in Cornell University and a member of the Committee on Social Studies in the Elementary Schools for the State of New York.

and importance of the individual all but disappears.

WE of the educational profession in America are caught in the meshes of democracy—thank fortune—and to a degree each is a Prince of Denmark, a Hamlet, who must do his bit in setting things right. Inevitably we are charged, first, with the responsibility of discovering what is wrong; second, discerning as clearly as we can what we believe to be right; and, third, deciding what to do about it. People all about us gratuitously acknowledge their own wisdom in the recognition of all these difficulties and their remedies and then complacently place in our hands the mighty medicine of education.

I say they place in our hands the mighty medicine of education—but at best they are loath to permit us unhampered judgment in the size and nature of dosage. Some urge a homeopathic practice, while others would have us toss off a lethal prescription without fear or responsibility. We are pressed to experiment, to prescribe, to nurse. We must face the issue. Democracy is vital to our scheme of life. Democracy can not exist without universal education. With rising totalitarian temperatures—even to the extent of epidemics flourishing all about us—we are responsible for the continuing health of the body politic.

POLICY DETERMINED BY NEEDS

OUR educational policies are determined by recognized needs. This by no means will insure an ideal educational

program. Not all needs are readily recognized. Possibly the greatest may be overlooked. The members of a dominant political group may have a biased attitude. They see their needs and proceed accordingly. In a democratic society, however, the avenues of expression are kept open, and anyone may voice the needs of himself and his associates as he sees them. Slowly, but surely, even the weakest demand makes some headway. So long as a democratic state of affairs can be maintained some opportunity will be given for each to present his educational needs and to find some means for satisfying them.

UNIVERSAL needs which can be supplied, even in part, through education are the concern of the universal educational institution that is the elementary school. This principle can not be overemphasized at the present moment. The psychological principles concerning the importance of early training, orientation, and indoctrination have long been recognized. What ecclesiastics, czars, emperors, and field marshals have known for centuries in a practical way has been refined and emphasized by the scientific investigations of psychologists and educationists. It is not too much to say that, if we are to continue to maintain a democratic society of reasonable stability and efficiency, the social studies program of the elementary school must be greatly strengthened.

THE social studies, no matter how we may look upon them or define them, are directly related to our general social well being. If we were living in a totalitarian state, our social studies problem would be relatively simple. The scope could be reduced greatly. Many comparisons could be dropped. Orientations could be toned down or eliminated. Narrow or fixed indoctrinations could be emphasized. We are, however, faced with the reality of building in a democratic society the strength and efficiency of a totalitarian state and at the

same time insuring a wide orientation of social organization, social trends and, above all, inculcating the ideal of the human personality. In a democracy human personality is recognized as an end primarily and as a means only secondarily. In the totalitarian state it is just the opposite. To make this ideal clear and effective, to make sure that each individual shall approach his maximum in comprehending it and in turn shall possess the essential social sensibilities in its realization, is a task of great magnitude.

WHEN the time is out of joint our social well being is disturbed. The degree of such disturbances varies greatly. Few will question the intensity of these disturbances during the past two decades. In many respects the degree of difficulty seems to be accelerating. The patterns of social adjustment seem to grow more complex. Satisfactory adjustment in smaller or lesser groups is not enough. We find ourselves caught in a maze of relationships extending outward to all the people of all the world. To date we have not attained the degree of happy social adjustment we believe possible. New and complicated tasks are at hand, and the one remedy available to us is the mighty medicine of education. It is potent and powerful, but adequate skill in its prescription is difficult and hard to attain.

EDUCATIONAL POLICIES COMMISSION

CHALLENGING but helpful evidence which pertains to the trends and developments of the social studies program of the elementary school is the rise and subsequent reports of the federal Educational Policies Commission.¹ These reports stand second to none in importance in the history of American education. They are as timely and as far reaching in importance as were the reports of Horace Mann. They are more

¹ Washington: National Education Association of the United States, 1936-38.

significant in this respect: that they were evolved through democratic procedures by many persons rather than through the efforts of one man. They tap the resources of professional educators and also those of the laity. They have grown out of an articulate and powerful democratic society which has had the wisdom and the vision to establish and foster a system of education appropriate to the nature and needs of all the people concerned.

THE third and most recent report of this Commission faces the issues of "The Purposes of Education in American Democracy." They are rooted in a great social policy. A prolonged period of effort, struggle, and the innumerable adjustments and compromises inherent in democratic institutions, has furnished the foundations for a dynamic program. Due respect and recognition of the past and the present have been given, but the proposals are essentially forward looking. Facts are faced. Mere wishful thinking is reduced to the minimum. Critical investigations and worthy evaluations have been made. Best of all a way has been charted which is meaningful to us all. Something of the nature and spirit of the report are to be found in the closing sentences. "A complete discussion of ways and means for improving American education would anticipate and include the entire program of an educational policies commission—a program which in the main is still on the anvil of discussion. To locate the differences between educational theory and practice, to arrange these differences according to their importance, to probe for their causes, to prescribe for their removal, and to appraise the results of the entire process—these are the persistent tasks of educational leadership."

THE Commission has classified the objectives of education into four categories: self-realization, human relationship, economic efficiency, and civic responsibility. It is not possible to give the detailed devel-

opment of these objectives here. We recognize their nature, scope, and significance at once. They lie at the heart of the problem of the social studies program of the elementary school, and we may add that for that matter they are pertinent to all phases of our educational services. In no quarter dare we neglect them.

BASIC OBJECTIVES RECOGNIZED FOR CENTURIES

THE central purposes and general objectives for the social studies have been recognized for centuries. The term social studies may be relatively new, but the central purposes and general objectives involved have been recognized from the days of Plato to the present. Our advancement has come through refinement of investigation, more critical deductions, and more effective procedures. This is as it should be. It is in harmony with our general cultural advance. We know reasonably well the great objectives we seek to attain. There is not complete agreement on details, but there is no question over the main lines of direction and the nature and quality of the major outcomes. The full realization of the objectives, however, is a difficult matter. We struggle with a problem that is ever solving but never solved.

All knowable phenomena take place within the frames of time and space. The critical and logical thinker must never forget this. It is even a more imperative matter to the practitioner. He can not operate in a temporal or spacial vacuum. This applies to social as well as to natural phenomena. Some proposals and schemes pertaining to programs of social studies seem to thrust these conditions aside. Communication is discussed as something apart from the restriction of space. There is little concern as to place, direction, distance, and reason for being. Communication is important. Transportation is important. But neither can escape space and remain a reality. Food, clothing, and shelter, after a prolonged period of experience can be discussed with

some degree of abstraction, but they never exist outside of time and space. There is always a history and always a geography in the realities of human existence. Man is held so firmly within these frames that from his earliest sensibilities to his most mature participation in the affairs of life he never escapes them. They constitute a constant and tremendous drive within his nature. The tiny tot asks "Where" and "When." The physician, the senator, the mother, the judge, the soldier, the laborer—all ask "Where" and "When." They may also ask "Why" and indeed the "Why" lies back of all the "Where's" and "When's" for anyone who reflects upon himself and his relationship to the universe.

MODERN ATTEMPTS TO REALIZE BASIC PURPOSES

EARLIER attempts to provide the best possible school experiences in the social studies emerged as formalized courses in geography, history, and civics. They were helpful but inadequate, save as the skillful teacher gave these dry bones the flesh and warm blood of life experiences to them. This was often done and done admirably. Teachers, many teachers, have for many decades been sensitive to the nature and needs of the learner. It is folly, unreasonable and untrue, to suggest that we have not had or do not have many able and competent teachers. It is fair to assume that for their profession they have been comparable, in a relative sense, to the members of other professions. This remark must not be construed as an attitude of complacency. Rather must we exert every effort to insure a constantly rising proficiency in the profession, but to attempt to dismiss the problem through this avenue is not a sound policy.

The interlacing of materials and experiences from geography, history, and related fields has followed under many captions, such as correlation, fusion, and integration. Aside from quibbling over terms, this has been on the whole a worthy trend. To

struggle for every possible relationship just for the sake of calling it a correlation, however, is absurd and unnatural. It can not be justified. On the other hand, opening the way for the child to undergo a series of experiences pregnant with reality and leading to wholesome growth and development is vital and all important.

There is to be found in the evolution of such a program an increasing recognition of the sanctity and integration of the personality of the child. This, however, does not mean that the child will be denied the guidance and counsel to which he has a right through the evolution of our culture. Democratic social structures, increasingly complex though they may become, are established to the end that personality of the individual shall be protected.

THE freedom of the individual in a democratic society must be achieved, promoted, and protected by structures evolved by that society. The child in a city elementary school of a thousand pupils of today has greater freedom than the child in a one-teacher school of fifty years ago. Society has created a social institution that frees him from foul air, bad light, injurious seats and desks, poorly prepared textbooks, lack of reference books and materials, the absence of introductions to musical and dramatic arts, harsh pedagogy, and the necessity of wading through mud to reach his school. Primitive man is not free. The pupil, an immature human being, is not free, if he is denied the guidance and sustained leadership of the modern school.

The teacher who assumes the responsibility of a class in an elementary school without the sustaining directive forces evolved by the profession is not free. She is restricted by her own limited powers and potentialities. She is as fully entitled to these aids as the physician is entitled to the innumerable aids developed by his profession. Hospitals, instruments, testing equipment, even compounded drugs can not be produced by the doctor himself.

Even the best use of these comes through the general approval and direction of the profession. The teacher has a right to a somewhat comparable service from the organized educational profession. To fail to give the teacher an outline of procedure, known and standardized by the profession, is as wrong as it is to deny to the physician the known and standardized procedures of his profession.

THE pupil who must resort to his own individual interests as the sole criterion for his educational experiences is denied a liberalizing social heritage. Where can we find a curriculum narrower and more restricted than one wholly dependent upon the immediate interest of the pupil? And yet such a program is sometimes suggested. In actual practice this does not happen, but it is possible to promote such a plan to the point that the pupil loses some of his inherent rights as a member of society. His immediate interest may be to chase his ball in dangerous traffic, to "bang" the piano, to push his playmates off a ledge, to help himself to fruit at the market, to read only thrilling stories. His needs may be very different.

It is an old pedagogical maxim that the learner begins a new interest in contact with an old one. The new one can be wholly chance or it may be one of many brought to his attention by a teacher—either directly or indirectly. But, whatever the situation may be, he is entitled to the resources that have been built up by the race and are most readily available through a directive (not restrictive) organization.

GENERALIZATIONS pertaining to man's experience or culture are inadequate as points of departure in educational procedures. They may tend to defeat growth and development. They are not by nature developmental. We have used them many times. Some are in use and others are proposed. Examples of these are: "Arithmetic is the science of numbers." "Man needs food, clothing, and shelter." "Geog-

rphy is the science of the earth and its life." "Honesty is the best policy."

Such generalizations may be useful to the teacher as a general awareness and in economizing her time and energy, but they have great limitations in learning-teaching situations. Numerous experiences with, and learnings about, numbers, foods—where, when, and how produced—and with the virtue of honesty in a normal situation, and other specific experiences, are the stuff out of which useful learnings come, but experiences have spacial and temporal settings.

RESPONSIBILITIES OF ORGANIZED EDUCATION

THE formulation of a directive outline or plan of procedure, even in the social studies, with provision for its implementation is a responsibility that the educational representatives of society dare not shirk. The child and his teacher are entitled to ready access to the results of our professional educational developments and to such leadership as our society has evolved. Professional leadership in education, as in medicine and law, should make rich arrays of materials of instruction readily available. The X-ray is made ready for the medical practitioner. The legal reference library, commentaries and catalogues, are at the disposal of the attorney. Maps, outlines, pictures, textbooks, charts, and commentaries should be at hand for the teacher. With the best teaching implements in the world the teacher's task will be difficult enough. Pupil and teacher will find opportunity for freedom of personality through the accrued implementation, organization, and leadership of the educational profession and not merely through individual or transient personal interests alone. Failure to pool the results of the countless experiences in desirable social adjustment and make them readily available for the teacher is as absurd as to fail to make available the accumulated results of experiences whereby we as a people may enjoy better physical and mental health.

Literature of Politics, 1937 and 1938

PHILLIPS BRADLEY

THE two-year period just past has been one in which politics in action, at home and abroad, has been reflected in the literature to an unusual degree. Events have impinged on academic cloisters with a directness and immediacy not less, and often more, urgent than in recent years.¹ At home, the constitutional sesquicentennial, the Supreme Court issue, the reorganization bill, the Nebraska unicameral experiment, problems of labor relations, social security, relief, and the like have emerged as major questions of function, policy, and organization. Abroad, the accentuation of "axis" diplomacy, our own position in an armaments mad world, the domestic policies of many countries, and the international repercussions of these policies have been the concern of students of politics. Indeed, it may be said that, especially during the last two years, review and appraisal of the current scene and its background have caught up considerably with the course of events. We are today supplied with far more adequate and objective analyses of contemporary problems than hitherto. A richer variety of materials bearing on these problems is be-

coming increasingly available. This process of acceleration in scholarship seems to be cumulative; at least, the period under review here has produced a prolific, and variegated, literary yield.

Confronted by the multiplicity of source materials and interpretations, the explorer in the literature of current politics is very likely to miss the woods for the trees. No review of books and materials can be inclusive in less than an elaborate monograph or series of bibliographical citations, and neither would be particularly relevant to selective evaluation for special value in teaching. To steer between the scylla of prolixity and the charybdis of abstraction this review will attempt to chart a course that will pick up some of the major beacons and indicate the more important channels to particular harbors of interest.

Two special types of source and classroom material deserve special emphasis as they develop in scope and utility. As was noted in the previous review, government publications are becoming increasingly indispensable to social science students. This source for classroom materials expands steadily in volume and pertinence. As official documents have become more interpretive of the activities and policies of government, they have added a great variety of teaching aids with which social studies classes should be acquainted.² Documents published by the federal government are issued at nominal prices; many are free,

¹ For previous reviews in this field, see *Social Education*, March and April, 1937.

This review of the literature of politics in the last two years is contributed by the head of the department of political science at Queens College of the City of New York. An additional section will be published in an early issue.

² For federal documents see *Weekly Check-list of Selected United States Government Publications*; *Monthly Catalog of U. S. Public Documents*.

either direct or through congressmen or senators. Many state and local documents are similarly obtainable from the issuing states and, especially for the home state or community of the students, provide revealing insight into the functions and processes of government in action.³

Hardly less significant than official publications is the increasing number and range of materials issued by private agencies of research, information, and sometimes of propaganda. This source is today so comprehensive that it is no exaggeration to suggest that almost every social studies subject could be equipped with particularly all the essential text materials for an adequate and unusually rich analysis of any problem covered. It will be impossible to refer here to many agencies providing important materials, both primary and secondary, but every social studies teacher should obtain a copy of *Public Affairs Pamphlets*, two issues of which have appeared from the United States Office of Education.⁴ Here are listed under some forty-seven subjects over 1,200 publications from most of the important agencies in the social science field. While this is the most comprehensive listing available, those interested particularly in the field of state and local government should also consult the nucleus of administrative agencies in Chicago, notably the Public Administration Clearing House, the International City Managers Association, and the Council of State Governments.⁵

The value of this type of material cannot be overemphasized. It is useful not alone in bringing into focus with contemporary events textbook data, continuously becoming out of date by the rapidity of change in most social science fields, and in giving perspective to current newspaper accounts

³ For state documents see *Monthly Check List of State Documents*. Both series printed by Government Printing Office, Washington, and are free to libraries.

⁴ *Bulletin No. 3, 1937*, and *Supplement No. 1, 1938*. The second includes most of the material in the first.

⁵ All at 1313 East 60th Street, Chicago, Illinois.

of these events, but also it supplies special insights into the origins, background, and current aspects of controversial issues of public policy and equips the student more intelligently to assess conflicting arguments on these issues. No single development in social science teaching would perhaps be so significant as an increased use of the materials (including many items from more specifically propaganda sources) for its enlivening and enlightening influence.

With these guides to a course among the ephemera of the literature of politics, this review will proceed upon a more detailed reference to a few of the more significant books in each of the fields covered. Those selected for extended review represent one reviewer's opinion of their relative value as background or classroom materials. Other books in each field will be more briefly noted.

CONSTITUTION

THE sesquicentennial of the Constitution in 1937 produced a flood of books, many of which have been already reviewed in *Social Education*. The contribution most important to a historical understanding of the Constitution is the volume edited by Conyers Read for the American Historical Association, *The Constitution Reconsidered*.⁶ The most useful analysis of the contemporary hearings on our government and politics is the *Annals of the American Academy of Political and Social Science* for May, 1936, "The Constitution in the Twentieth Century," edited by Thomas H. Reed.⁷ Brief essays of from six to twenty pages by our leading constitutional expounders treat "the living constitution" in terms of its present application to economic and social as well as political problems. There is enough divergence of point of view to stimulate debate on the issues raised by the vari-

⁶ New York: Columbia Univ. Press, 1938. See *Social Education*, January, 1939.

⁷ 3457 Walnut Street, Philadelphia; see also 1938 Supplement "Constitutional Rights," which discusses particularly the present significance of the Bill of Rights.

ous authors. As a companion-piece to the Constitution for classroom discussion this volume will not lose value with the years, for it makes a basepoint of thinking about the Constitution in a period of marked changes in its judicial interpretation.⁸

Several other volumes on the Constitution are of special importance. Max Farrand's *Records of the Federal Convention of 1787*,⁹ reissued with a fourth volume of new materials, is the definitive study of the documentary evolution of the Constitution. It provides a complete textual view of the documents fused into the final "frame of government" and the not always amicable debates on the compromises embodied in it. For the first time, there is available a complete picture of the minutiae of the amending process, from congressional resolution to final ratification, in Everett S. Brown's *Ratification of the Twenty-First Amendment*.¹⁰ This, like Farrand's monograph, is a documentary collection. Both are primarily useful as references for research.

The most important study in constitutional interpretation to appear in the period is Walton H. Hamilton and Douglass Adair's *The Power to Govern*.¹¹ Professor

⁸ A brief but trenchant proposal for a revision of the Constitution, with specific changes outlined in a way stimulating both to analysis and to discussion is C. H. Coleman's "The Constitution Up to Date," National Council for the Social Studies *Bulletin*, No. 10, 1938; a more extended study in the same vein is H. L. Hamilton's *A Second Constitution for the United States*. Richmond: Garrett and Massie, 1938.

⁹ New Haven: Yale Univ. Press, 1937.

¹⁰ Ann Arbor: Univ. of Michigan Press, 1938.

¹¹ New York: Norton, 1937; a unique contribution to an understanding of how the original purpose of the national commerce power is frustrated by state action has recently been published by the United States Department of Agriculture. G. R. Taylor, E. L. Burtis, and F. V. Waugh, *Barriers to Internal Trade in Farm Products* (Washington: Government Printing Office, 1939) is a study of state police legislation as it affects the export of agricultural products from one state to another. It is the first comprehensive analysis of our own "economic nationalisms"; there is a wealth of interesting, and startling, illustration of our interstate trade rivalries. It implements very neatly the thesis of *The Power to Govern*. On the present constitutional status of the com-

Hamilton served in Washington in the early days of the New Deal, and combines background in economic training with legal training. Here he sets forth the thesis that in 1787 the word "commerce" included a much wider range of life than in 1937. Its meaning then embraced not merely the transactions considered to fall within its definition today but also the whole range of economic-social relations resulting from our present pattern of production and distribution. Whatever the causes of the loss of content of the word in the intervening years, the effect has been to bind the scope of national powers to a degree which the framers did not envisage. Professor Hamilton argues, with cogency and persuasiveness, for a return to the earlier conception of these powers under the commerce clause. Written for the layman, this volume is perhaps the best recent brief on the nature and range of national as against states rights.

THE SUPREME COURT

No issue, perhaps since the turn of the century, has been more provocative of popular passions, or more educative of public opinion on issues of government, than President Roosevelt's Supreme Court proposal. When he laid the question of a substantial change in its composition before the Congress, the extent to which the Constitution and the Supreme Court as its symbol had become our Ark of the Covenant was promptly and emphatically evidenced. On the events of the battle between President and Congress, Joseph W. Alsop and Turner Catledge's *The 168 Days*,¹² although popularly written, gives an excellent insight into the politics of executive-legislative relations. Primarily a newspaperman's account, it is none the less indispensable to an understanding of the intensity and variety of feeling engendered by this historic referendum on the court's place in our constitu-

merce power, see F. D. G. Ribble's *State and National Power Over Commerce*. New York: Columbia Univ. Press, 1937.

¹² New York: Doubleday Doran, 1938.

tional system. The best easily accessible spectrum of contemporary opinions on the issue is *Reorganization of the Supreme Court* compiled by J. E. Johnsen.¹³ Excerpts from legal and lay opinions on both sides of the debate offer the student and the teacher ample ammunition for dissecting the protagonists' logic.¹⁴

After the tumult and the shouting came the still small voices of the analysts. The most comprehensive in scope is Morris Ernst's *The Ultimate Power*.¹⁵ The author, a lawyer in the liberal tradition, wrote in the white heat of the Supreme Court struggle. Instead of attacking the immediate issue, he sought to interpret the evolution of national and especially judicial power in terms of our economic and social history since 1787. About half the volume is a running account of the events of the Constitutional Convention and of the personalities who dominated it. The rest is mainly a socio-economic indictment of the judicial "veto." The author marshals his arguments from history and from the present patterns of life in America. In these pages Dred Scott jostles super power, Mr Marbury (in *Marbury vs Madison*) collides with child labor. But out of the miscellany of his materials Mr Ernst has woven a vivid and articulate pattern of ideas about the meaning of the recent tensions between Congress and Supreme Court. The result is a highly readable and cogent brief for the proposed Supreme Court bill. Written for the layman, but from the authority of legal training and experience, it is perhaps the best popular product of the Sesquicentennial and the "168 Days."¹⁶

¹³ New York: H. W. Wilson, 1937. Reference Shelf, Vol. XI, no. 4.

¹⁴ The Senate Judiciary Committee Hearings and Report, and the debates in the Senate, are invaluable source materials on this question. The ablest legal authorities testified at length; the Senate committee's report is a remarkable instance of a special and vituperative pleading; the debates reached, in more than one case, the nadir of irrelevancy.

¹⁵ New York: Doubleday Doran, 1937.

¹⁶ Uncritical and popular in style, E. S. Bates' *Story of*

Edward S. Corwin's *Court Over Constitution*¹⁷ is the most incisive critique of judicial review yet to appear from perhaps our foremost academic explorer and advocate in this field. In earlier volumes, *The Twilight of the Supreme Court* and *The Commerce Power versus States Rights*, Professor Corwin appraised the problem in detail by analyzing judicial review in particular fields of constitutional law. Here he includes only one such analysis, an ecological study of the jurisprudence built up on the decision *Pollock vs Farmers L. & T. Co.* as to the definition of what is a "direct tax." The rest of the volume is a series of essays on the Court as a Curb to Congress, as a Constitution-Maker, as a Molder of the Federal System, and a "Sesquicentennial Note on the Constitution of 1787."

The position of the court, as he sees it, is that of a final forum for cool, impersonal consideration, where public policy can best be formulated away from the heated quarrels of the political arena. Strangely enough, the doctrine of judicial review has contributed to the survival of the Constitution not by safeguarding its original features but "largely by replacing it"! What will be the future of the Constitution? It must inevitably reflect political trend of the time, says the author; it must be adapted. "To what? To the best interests of the Nation? Such a desirable consummation could only be a matter of faith. That to which all our governing institutions must remain adapted if they are to retain their popular character is the dominant political forces of the country as revealed by the ballot box. In the long run the majority is entitled to

the Supreme Court. Indianapolis: Bobbs Merrill, 1938, is the best one volume on the great decisions and personalities of the court now available. Several specialized studies of the jurisprudence of the Constitution have appeared, notably *The Contract Clause of the Constitution* by B. F. Wright, Jr. Cambridge: Harvard Univ. Press, 1938, and L. A. Warsoff's *Equality and the Law*. New York: Liveright, 1938, a study of the Fourteenth Amendment.

¹⁷ Princeton: Princeton Univ. Press, 1938; earlier vols. New Haven: Yale Univ. Press, 1934, and Princeton: Princeton Univ. Press, 1936.

have its way, and the run must not be too long either!"

Professor Corwin ranges widely through cases, comments of members of Congress, and other government officials, newspaper and journal comments, and critical writings of the jurists. Written with a close adherence to the documents and a relentless logic, it is nevertheless highly readable. A lively style translates shrewd and penetrating criticism into a work of art as well as of political philosophy. It is one of the very few "must" books for every teacher and student of American government.

One way of understanding "the nature of the judicial process" is to know the judges who write the opinions. The past two years have been unusually rich in judicial biographies. The most significant is the latest study of perhaps the finest legal mind we have yet produced in this country. *Mr Justice Holmes and the Supreme Court*¹⁸ by Felix Frankfurter is not so much a biography as a tribute to the juristic quality of the man. There has been at least one full length biography, and many studies of the legal quality of Mr Justice Holmes. None surpasses this in the incisiveness of its analysis of constitutional issues with which the great justice wrestled—not in vain—or in the insight with which it portrays the judicial process. To this review of his predecessor's influence on constitutional ideas in our time Mr Justice Frankfurter brings long acquaintance and a temper congenial to those ideas. Not a biography in the usual sense, it is in essence an urbane and revealing record of the influence of a single man upon the life of the Constitution itself. It is an introduction to the study of the Constitution in terms of "the efficacy of effort" by a great and devoted mind to make it a dynamic and not a static instrument of social control.¹⁹

¹⁸ Cambridge: Harvard Univ. Press, 1938.

¹⁹ Two other biographies may be noted. B. R. Trimble's *Chief Justice Waite*. Princeton: Princeton Univ. Press, 1938, and A. E. Ragan's *Chief Justice Taft*.

THE NATIONAL GOVERNMENT

SECOND only to the Supreme Court issue in political controversy during the past two years were the President's reorganization proposals. This perennial problem has received official attention since Taft's administration. Both official and unofficial investigations have pointed unanimously to the need for an overhauling of governmental machinery. In 1937 the administration introduced a comprehensive bill for reshaping the administrative departments of the federal government. The bill was based on the *Report of the Committee on Administrative Management* which, with its *Studies of Administrative Management in the Federal Services*,²⁰ is the most complete and searching analysis yet made of the workings of the national government. The report itself is in general terms with the outline of the proposed changes buttressed by an analysis of the supporting arguments. The committee was composed of three authorities in the field of administration, Louis Brownlow, Luther Gulick, and Charles E. Merriam. Many proposals were departures from the existing organization in Washington. Perhaps the most significant was the reorganization of the Civil Service Commission under a single administrator advised by a board with powers of recommendation but not of veto. The *Report* itself is indispensable for an understanding of the problems raised by handling the varied activities of the federal services. The *Studies* provide useful background materials on many of the federal agencies.

The fate of the proposals is history, at least for this period. Congressional reactions were hostile; after extended debate in the Senate the bill was defeated, yet not before the Senate committee which considered it had, through the Brookings Institution, conducted an independent analysis of the problems raised and issued its own

Columbus: Ohio State Archeological and Historical Society, 1938.

²⁰ Washington: Government Printing Office, 1937.

report.²¹ This, too, is a searching review and appraisal of the problem of efficient governmental organization. Since the Senate committee was opposed to the presidential proposals, the report reflects this view on the major proposals, but the committee's research staff explored many other problems and developed some useful suggestions of its own. The materials are comparable to the *Studies of Administrative Management* mentioned above in scope and detail; they will be useful primarily as reference data.

The whole range of theory and practice in this area of government has been brought into brief compass and clear perspective in Lewis Meriam and Laurence F. Schmeckebier's *Reorganization of the National Government*.²² The first section of the volume is an analysis of the problem, the second, a brief history of reorganization efforts. Like other Brookings studies, it is primarily factual and analytical. In this particular case, however, as in several others, the Brookings Institution has "timed" the appearance of its study very neatly—in terms of current debates upon the issues treated. As noted above, the Senate Committee utilized the research facilities of this important agency to develop the rationale of

its opposition to the President's plan. The "analysis" here, although cautious in tone and objective in presentation, leans—perhaps inevitably—toward restricting executive centralization and initiative. But that does not detract from the value and pertinence of the volume, for the picture of the problem is clearly drawn and the outlines of alternative solutions thoughtfully framed. This is the most useful summary now available of a question that will dog governmental efficiency until something is done about it. The authors have gone far toward answering the question they set themselves: what does it involve?

Another volume by Lewis Meriam on *Personnel Administration in the Federal Government* is an incisive analysis of the civil service system. The author is on the side of the Senate and against the President on the question of overhead control. His study is, however, wide ranging, acute, objective. As a source book for the teacher it should be available to all who are seeking to develop an awareness of the potentialities and the sources of morale in the career services in government.

Broader in scope, James M. Landis' *The Administrative Process*²³ is a brief but brilliant *rationale* of the place and function of the administrator in the political process. The author, late chairman of the securities and exchange commission, is a practitioner of the science, as well as a philosopher of the art, of administration. Against a background of illustration and example, he develops a persuasive argument for the independence of administrative agents from the frustrating restrictions of undue legislative and judicial interference. The application of legislative policy by administrative boards and commissions in the necessarily complex relations existing in the contemporary socio-economic pattern inevitably gives rise to increasing tension between these agencies and the interests they regulate. The initiation by President Roosevelt

²¹ Report of the Select Committee, Sen. Rep. 1275, 75 Cong. 1 Sess. Washington: Government Printing Office, 1937; see a review of the report in *American Political Science Review*, February, 1939. A specialized study of the administrative process in the regulation of industry, of significance not only historically but in terms of future administrative techniques, is R. H. Connery's *The Administration of an N.R.A. Code*. Chicago: Public Administration Service, 1938.

²² Washington: Brookings Institution, 1939 and his other volume 1937; more immediately for classroom use is "Improved Personnel in Government Service," *Annals of the American Academy of Political and Social Science*, January, 1937, ed by Luther Gulick. Like all *Annals* volumes, this is a series of papers, nontechnical in style, by persons actively engaged in personnel administration and the best experts in the field. The major topics covered are spoils and democracy, the development of a professional public service, new techniques in public personnel administration, the reform movement, old and new, and improved personnel in government service. The thirty papers included offer a wide spectrum of opinion and information.

²³ New Haven: Yale Univ. Press, 1938.

and Governor Lehman of New York, in March, 1939, of special investigations of the operation of administrative agencies is indication enough that the problem of their efficient functioning is continuing.²⁴ Mr Landis succeeds admirably in illuminating the issue and presenting the elements inherent in the administrative process in terms at once understandable and objective.

There are many special aspects of the general field of administration. The annual reports of national, state, and local government agencies often offer first-rate materials for investigation and report by students in social science classes, not alone on the techniques of administration but on the varied functions being performed by these agencies. The Committee on Public Administration of the Social Science Research Council²⁵ is conducting investigations in many fields at all three levels of government. How government actually operates—and why—is certainly more explicitly evident in the administrative sphere than in others. Two recent studies will illustrate the point. Jane Perry Clark's *Rise of a New Federalism*²⁶ traces the expanding areas and the developing techniques of co-operation between the federal and state governments, a field too little explored or appreciated by most students of government. Valdimer O. Keyir's *The Administration of Federal Grants to the States*²⁷ is a detailed description of one device by which integration of standards and practices between the two levels has been achieved. It is the best study of this admin-

²⁴ The constitutional convention of New York in 1938 proposed a drastic amendment (later defeated by referendum) conferring far-reaching powers of review of the findings of fact, as well as of law, by administrative agencies on the courts—an indication of the opposition to present powers of these agencies. On the general question, in terms of the literature, see, P. Bradley "Administration: The Fourth Power in Modern Government," *Social Studies*, May, 1936. There is much in the books since on this problem.

²⁵ Transportation Building, Washington, D. C.

²⁶ New York: Columbia Univ. Press, 1938. See review in *Social Education*, December, 1938.

²⁷ Chicago: Public Administration Service, 1937.

istrative technique which has so far appeared.

For the first time there is available a comprehensive study of an important national function, judicial administration, in *Federal Justice* by Homer S. Cummings and Carl McFarland.²⁸ A historical survey of the origins and evolution of the federal department of justice, it presents hitherto unpublished materials from the federal archives and integrates the picture of how the various services performed by the department have developed. The late Mr Justice Cardozo often advocated a ministry of justice for this country similar to that in England; the account of the judicial and administrative services now carried out by the department, given by Mr Cummings, who later became attorney general, shows how far we have progressed toward that objective.

Other aspects of the national government have received less attention in recent years. Only one outstanding work on the Congress has appeared, George E. Haynes' *The Senate of the United States*.²⁹ If any work in the field of government deserves to be called definitive, it is this. Any future study of the Senate will be dated from Professor Haynes; that is, indeed, an encyclopedia of the Senate's history, functions, powers, organization and procedure, and mores.

STATE GOVERNMENT

STATE constitutions have undergone a significant evolution since the first relatively simple "frames of government." The evolution still goes on. The New York constitutional convention in 1938 marked an important milestone in constitutional reappraisal.³⁰ The tension between anachronistic structure and contemporary

²⁸ New York: Macmillan, 1937.

²⁹ 2 vols. Boston: Houghton Mifflin, 1938. To be reviewed at length.

³⁰ The *Report of the New York State Constitutional Convention Committee* (80 Centre Street, New York) in 12 volumes is the most complete review and analysis of state constitutional problems, perhaps in this century, certainly in the last two decades.

needs was here reflected in the proposals for change introduced on the convention floor. The "lag" between the need for change, as evidenced by the working of state government, and the conservatism of the interests usually dominant in a constitutional convention was sharply etched in the proposals submitted to the people. The result, as is well known, indicated that the electorate was more liberal than the convention delegates they had chosen. The immediate issue of fitting a state's constitutional framework to the pattern of contemporary economic, social, legal, and institutional interests, and of making it flexible enough to meet emergent problems of the future is considered in "The State Constitution of the Future" edited by Clarence N. Callender in the *Annals of the American Academy of Political and Social Science* of September, 1935.³¹ The structure and working of the different agencies of state government, some of the major problems confronting our states (such as finance and welfare), and the relations of state and local government are here appraised by twenty-two authorities in the field, from senators to professors. As a background for an understanding of the major problems in the operation of state government today this collection of papers is unique and indispensable.

The most important event in the field of state government during the period was the inauguration of the unicameral legislature in Nebraska in 1937. The idea was a quarter century or more old in this country; previous projects to inaugurate it in several states had failed. It was adopted in Nebraska largely through the personal advocacy of her first citizen, Senator Norris. Appraisal in the books quickly followed its implementation in action. Two are particularly important. Alvin W. Johnson's *The Unicameral Legislature*³² is a brief but critical review of the history of the movement for

³¹ See also the National Municipal League's *Model State Constitution* (309 East 34th Street, New York). Both documents are invaluable classroom materials.

³² Minneapolis: Univ. of Minnesota Press, 1938.

a one-house legislature in this country based on an analysis of the arguments pro and con. The author concludes that, from the viewpoints of efficiency and economy in the conduct of legislative business, the unicameral system is clearly preferable. Opposition was found to lie largely in political considerations among representatives of a wide variety of interest groups whose opinions were polled by the American Legislators' Association in 1934. The single-chamber legislature is an issue which confronts the states more acutely as the areas and scope of state regulation expand. Already numerous proposals for its adoption have appeared in other states. Mr Johnson has presented an objective appraisal of the problem on which intelligent judgment of the merits, and limits, of the plan can be premised. Informal in style, it is none the less informative and impartial.

Somewhat different in scope is Harrison Boyd Summers' *Unicameralism in Practice*.³³ The editor has brought together a comprehensive selection of contemporary appraisals of the working of the first unicameral session in Nebraska, by participants, reporters, editors, and students of politics. The net impression is that the experiment was justified in terms of the results. Greater expedition in business, more careful consideration of bills, somewhat less evidence of political manipulations and lobbying was the general, though not the unanimous, verdict of those who observed the legislature in action. As a clinical report on the actual operation of a state legislative body this volume is indispensable.

The state legislative field has been more widely studied in recent years than previously. Since our states are still the main foci of regulation of the major social and economic relations, the character of our

³³ New York: H. W. Wilson, 1938 (Reference Shelf, Vol. XI, no. 5). An earlier compilation by the same editor, *Unicameral Legislatures* (Reference Shelf, Vol. XI, no. 1, 1936) presents background materials from a wide variety of sources, and a most useful bibliography. It is a useful companion piece to *The Unicameral Legislature*.

legislative bodies and the influences operative in them determine how effective the policy will be—in principle and in practice. Three volumes have appeared in the period of particular value to a more intelligent understanding of the real as against the abstract aspects of the legislative process. "Our State Legislators" edited by W. Brooke Graves in the *Annals of the American Academy of Political and Social Science*,³⁴ brings together, under his editorship, a revealing series of descriptive and analytical studies of the human factor in the shaping of legislative policy. Under such headings as the personnel of state legislatures, background influences, outside influences, the process of legislature, and state legislatures in the governmental system, twenty-six legislators, government officials, and students of politics attack the problem of interpreting the legislative process. They discuss the personal and professional qualities and qualifications of legislators, in general and in terms of several contemporary state legislatures, the various types of pressure to which they are subjected, the internal organization and procedure of our "legislative mills," and their place and function in state government. The discussions are, for the most part, vivid and informed. Spades are called spades when necessary, and the very general honesty and conscientiousness of the majority of our state legislators is illuminated against the background of the many forces at work to distort or purchase their judgments on policy. Here again is a study in the realities of politics that will make for a more appreciative understanding of how government actually works and insight into it.

Belle Zeller's *Pressure Politics in New York*³⁵ and Dayton David McKean's *Pressures on the Legislature of New Jersey*³⁶ are the most significant case studies of the legislative process that have appeared in this

country in several decades. The authors apply the scalpel of objective analysis to lobbying tactics of pressure groups and explore the informal gatherings in legislative corridors as well as the formal proceedings on the floor of the two houses. They examine, too, the influences which the executive and administrative agents apply to legislators and, in turn, the pressures to which the other branches are subject from outside groups. An especially interesting chapter in Professor McKean's study is devoted to a detailed account of how the sales tax was "put over" in New Jersey. These descriptions of the strategy and tactics by which the "interests," mentioned by Mr Madison in number 10 of the "Federalist," wage their battles on and off the legislative record, offer illuminating insight into the realities of state politics today. There is much excellent material here for class discussion and analysis, and useful indications as to how similar first hand observation and research may be conducted in any local arena of pressure-group activity.

The executive and administrative parts of state government have undergone more fundamental changes during the past quarter century than any other aspects of state—or national—structure. The movement for consolidation of agencies and integration of functions began in Illinois in 1916. Since that date, twenty-six states have carried through more or less complete reorganizations, and proposals have been projected in the others. The problem, the varying techniques of organization applied in different states, the executive-administrative hierarchy of staff and line services established in each state are outlined by A. E. Buck in *The Reorganization of State Governments in the United States*.³⁷ His factual

³⁴ January, 1938.
³⁵ New York: Prentice Hall, 1937.
³⁶ New York: Columbia Univ. Press, 1938.

³⁷ New York: Columbia Univ. Press, 1938. There is a bibliography of official and other reports from which documents on an individual state may be selected for the school library. The most important source of information on state government is the Council of State Governments (1313 East 60th Street, Chicago), its journal *State Government*, the biennial *Book of the States*, and many special reports.

analysis makes available for the first time a critical study of this important aspect of governmental efficiency in our states.

LOCAL GOVERNMENTS

THE problems of local government during this period continued to center around finance, relief, and housing. Lewis Mumford's *The Culture of Cities*³⁸ set the framework within which thinking on the future pattern of our metropolitan life will inevitably focus. Special aspects of urban organization have received increasing emphasis in the literature.

"Better City Government" edited by Roy V. Peel in the *Annals of the American Academy of Political and Social Science*³⁹ brings together municipal experts, both practising and professional, in a series of appraisals of the present working of local government. Chief attention is given to the administrative rather than the political phases of improving our city governments. Any detailed description of the various problems discussed and the viewpoints on them expressed here would require a digest of the volume. No other single volume contains so useful a body of materials on how municipal government operates today and what improvements are still to be achieved. There is complete concensus on the necessity of divorcing politics from administration, at least in its application. The framing of policy is one thing; here politics plays a legitimate part. But as policy is distilled in day-to-day life of the citizen, detachment, hard as it may be to acquire and pursue, is the ultimate criterion of effective government, local no less than national.

At the other end of the historical scale is Ernest Stacey Griffiths' *History of American City Government*.⁴⁰ This, the first volume of a projected four, covers the colonial period. For the first time, the evolution of our cities in their political aspect is

³⁸ New York: Harcourt Brace, 1938. Reviewed in *Social Education*, November, 1938.

³⁹ September, 1938.

⁴⁰ New York: Oxford Univ. Press, 1938.

to receive adequate treatment. Detailed and scholarly, it is a major contribution to both government and history.

There is a wide range of specialized materials on municipal administration. Most useful of all the general surveys is the *Municipal Yearbook*,⁴¹ now in its fifth year. Besides being an index-digest-directory of city government, it contains current summaries of various administrative functions and activities throughout the country. The 1938 *Yearbook* is divided into the five main sections: municipal administration, governmental units, municipal personnel, municipal finance, and sources of information. In the first section there are twenty-six articles covering every aspect of local administration, from budgeting to county government. Each is written by a specialist and provides a general background of up-to-date data and appraisal for teacher and student alike. The other sections contain detailed statistics and bibliographical aids on the fields covered; each year there are several special articles on particular topics. For instance, one of the most useful in the current *Yearbook* is an analytical table, with explanatory comment, of the sources, constitutional and statutory, of twenty-seven major powers of local government. Another indicates one hundred and fifty colleges and universities are offering training for the career services in government. Each *Yearbook* provides a continuing survey and review of problems and their solution as they are being worked out from Maine to California—a useful chart of city progress.⁴²

⁴¹ International City Managers Association, 1313 East 60th Street, Chicago. Local technical services are reviewed in the annual *Municipal Index*, American City Publishing Company, New York City.

⁴² The best sources for current materials in the field of local government and administration are: International City Managers Association (its journal, *Public Management*, and other studies), for example, C. E. Ridley and H. A. Simon, *Measuring Municipal Activities*, 1938; The National Municipal League, 309 East 34th Street, New York City (its journal, *National Municipal Review*, and special studies); The American City, 470 Fourth Avenue, New York City; Public Administration Service, 1313 East 60th Street, Chicago.

County government has received all too little attention for American students. It has been called "the dark continent of American politics." Certainly the county is, in more cases than not, an anomaly in terms of present possibilities of rapid communication and of effective intergovernmental cooperation; there is rarely geographical, functional, or political logic to the present county pattern. Perhaps the best study which has ever been made of urban county government is Thomas Harrison Reed's *Twenty Years of Government in Essex County, New Jersey*.⁴³ This semi-official inquiry indicates clearly enough, behind the mask of cautious language, the fundamental weaknesses of our present county system. No area of government offers a richer field for first hand investigation. Here is at once a guide to what to look for and a model of reporting.

For the first time, a political scientist has directed his attention to how town and village government functions in practice. Although designed by the publishers primarily as a text, Lane W. Lancaster's *Government in Rural America*⁴⁴ is in fact a rich and revealing bit of prospecting in virgin territory. The author concerns himself largely with the legal and administrative rather than the political aspects of hinterland government. Dwindling populations, increased facilities of communication, the penetration of power lines, new services demanded by country folk as well as city dwellers have made town and village very different places in which to live from those that Tocqueville described a century ago. These factors have also confronted the town fathers with new and difficult problems of function and finance. How government really works, what the problems, and the techniques, of administration are, why the trend toward state centralization arose and waxes stronger decade by decade, are here skillfully and objectively analyzed.

Many official reports and many unofficial studies have been woven into the pattern to make of this not only a pioneer venture in unbroken fields, but a distinguished contribution to the literature. More than half our schools (in number) are in areas of rural government; here is a really indispensable book for them—and for the urban students as well.

POLITICS AND POLITICIANS

THE midterm elections of 1938 were variously interpreted; their significance lay chiefly in the redrawing of party lines. One interesting byproduct of the period has been the renewal of the conservative refrain in the American political chorus. It is, perhaps, no mere coincidence that these opinions of the leaders of the Right have become more articulate since 1936. At any rate, their expression has left its mark upon the literature as well as the temper of politics in this country.

Perhaps the two most original and suggestive of the books expressing this temper are the late Ogden L. Mills' *The Seventeen Million*,⁴⁵ and Governor George D. Aiken's *Speaking from Vermont*.⁴⁶ Ogden Mills' death was a major loss to the Republican party. There are collected many of his speeches in the campaign of 1936, and some others, to perpetuate the thinking of an able, honest, and experienced conservative. The title of the book is expressive of the Republican minority's substantial importance in the American political scene. The contents is a fragmentary philosophy (necessarily so, because of its campaign speech character) but none the less an important landmark in the reorientation of conservative thought that is going on today. Governor Aiken's homespun originality is by all odds the most refreshing contemporary exposition of that thought. Not (yet) as famous as his fellow Vermonter, the late "Puritan in Babylon," Governor Aiken is

⁴³ New York: Appleton Century, 1938.

⁴⁴ New York: Van Nostrand, 1937.

⁴⁵ New York: Macmillan, 1937.

⁴⁶ New York: Stokes, 1938.

not only more articulate in expression but more disciplined, precise, and coordinated in his conservative doctrine. Whether or not this is the first toss of his hat into the 1940 ring, there is ruggedness and vigor to his thinking, and to the expression of it, that makes good sense and good politics for the Right. Limited largely to the Vermont scene, and not set on a national plane as is the Mills volume, it is nevertheless an important contribution to the current political potpourri.⁴⁷

The most useful, in the sense of being rooted in the American scene, of the Leftward interpretations of contemporary political problems is Alfred M. Bingham's *Insurgent America*.⁴⁸ This is a revision of the book from the earlier 1930's; less triumphant in tone than in the first flush of the New Deal, it is a straightforward attempt to discover the political formulas, within the constitutional framework, for the solution of our immediate economic and social problems. No other volume of this type so aptly symbolizes the course of political thinking in the Left-Liberal camp.

Biography and autobiography are as important sources as there are for an understanding of politics. Four stand out. William A. White's portrait of Coolidge, *A Puritan in Babylon*,⁴⁹ is easily the most distinguished psychological study of a recent political figure to appear in many years. The author, a close friend of Coolidge, explores the boy, the man, the governor, and the environment in which he played his anomalous and somewhat tragic part, to explain his career in Washington. Of all our

⁴⁷ Two other more than usually conservative interpretations are worth noting: H. C. Hoover's *Addresses Upon the American Road, 1933-38*. New York: Scribner, 1938; N. Roosevelt's *New Birth of Freedom*. New York: Scribner, 1938.

⁴⁸ New York: Norton, 1938. A more searching analysis on the economic side is J. Frank's *Save America First*. New York: Harper, 1938. For a somewhat diffuse and controversial, but not less vivid and acute analysis from the far left, see John Strachey's *Hope in America*. New York: Modern Age, 1938.

⁴⁹ New York: Macmillan, 1938.

presidents from Lincoln to the present Roosevelt, none seemed to fit so perfectly, in temperament, personal characteristics (or idiosyncrasies), and habits of thought and action (or inaction), into the pattern of his time. In one sense he was an almost ideal chief executive; in the wider perspective of an era rather than of a frenzied and unreal half-decade, his stature shortens to the commonplace. Mr White makes the dilemma of his time and of himself abundantly clear; his friendship for the man has not blurred his judgment of the record. No political biography of the last four decades has been written with greater insight or acumen. It is a portrait of a period as well as of a man.

Two contemporary, and notable, politicians have set down their thoughts about themselves and their careers with unusual candor and a real sense of the values that they cherish. James A. Farley's *Behind the Ballots*⁵⁰ is disarming in the simplicity and directness of the author's devotion to a single objective—winning elections for his Chief. Mr Farley comes nearer than any politician since Mark Hanna to being a national boss, in the sense of controlling a nation's votes on election day. But in character and spirit he conforms much more closely to the village boss, a warm friend to his neighbors whose sympathy for distress is as ready as his shrewdness in eliciting the loyalty of his political lieutenants. It is not an insignificant index of his personal quality, as well as of his political sensitivity, that he remitted the fees to which he was entitled in his first political office as town clerk of Stony Point, New York. Unlike Hanna, he has been above reaping personal or financial profit from his political prestige—the Cabinet office that he holds is the traditional reward of the party's campaign manager. Like him, he has been realistic, some would say, ruthless, in his methods and in his rationalization of his methods in mobilizing the ballots for his party. That he has

⁵⁰ New York: Harcourt Brace, 1938.

done it for the Democratic party is largely an accident of early environment. His philosophy is not of the substance of party faith for government, but of the strategy of party control in it. No other party boss except Mark Hanna—perhaps since Van Buren—illustrates so limpidly the ideology of American politics. That ideology, after all the rationalizations of the philosophers have been discounted, is essentially the reduction of the intangible differences of party programs to the tangible rewards of party control of the appointing, and incidentally the legislating, power. Mr Farley is vaguely sympathetic but not very much concerned with New Deal policies; he is keenly interested in and very much alive to the substance of New Deal control in Washington. The result is a story of life devoted to putting and keeping his Chief in office, as revealing of one not unimportant segment of American thought as it is absorbing as a record. It ranks with Lincoln Steffens' *Autobiography* as dissection of the great Game of Politics.

Maury Maverick's *A Maverick American*⁵¹ is of quite another order. Mr Maverick represented the San Antonio district of Texas in Congress for two terms; before that his career was as varied as his talents—lawyer, teacher, fighter in France, lumberman, philosopher. In Washington he became almost at once the chief strategist and major prophet of the liberal Democratic group in the House. His experience had equipped him for a fighting role in the rough and tumble of Congressional vendettas. He quickly proved his temper on the anvil of old-line party opposition. He was not less courageous in holding to his faith in the values of our democratic tradition than he was shrewd in picking the ground for the battles he chose to wage or the procedural tactics he learned to use even more effectively than the conservatives. He made—and left—his mark on four years of legisla-

tive history. And his reminiscences reflect the quality of the man. Staccato in tone, they range from the commonplaces of an exciting life to the sure insights of a devoted and unwavering believer in the common man and the common good. Mr Maverick has not yet disciplined his thinking to the logic of consistency or to the certainties of a philosophic unity of idea and practice, but he gives us a glimpse into the mind of a genuine liberal unafraid to face his own rationalizations and impervious to the temptations of power and position. His thinking, and his hopes for America, are in the tradition of Jefferson and Jackson; he is nearer Jackson's impetuosity than Jefferson's universality in their expression. Behind the infelicities of style, however, there lies a sound and inspiring lesson for every youthful spirit in the path to integrity of purpose and action, if not always or continuously to political power. He has set down a challenge to complacency which few men active in politics possess or dare (or is it dare?) to acknowledge. In the mid-stream of his career and of an epoch the book marks not only a stage in the author's own development but the dilemma of contemporary politics. Perhaps it is because he has a more maverick philosophy than Mr Farley's that the ballots were not behind him in the 1938 primaries. No more incisive self-portrait has come out of American politics in our time.

John T. Salter's *The American Politician*⁵² is a collection of nineteen essays, of varying length and somewhat uneven quality, on contemporary American political leaders. They range all the way from congressmen and senators, through state officials legislative and executive, to mayors and rural politicians. Two or three non-office-holders are included, John L. Lewis, Norman Thomas, and a city "boss" whose real name is not disclosed. Professor Salter contributes the latter study and a general introduction; the others are written by close

⁵¹ New York: Covici Friede, 1937; see also the study by Robert C. Brooks in *The American Politician*, post.

⁵² Chapel Hill: Univ. of North Carolina Press, 1938.

political associates or intimate observers of their subjects. Perhaps the best of the sketches are of Mayor La Guardia, by Paul J. Kern, the mayor's former secretary and now chairman of the Municipal Service Commission in New York City, and of Maury Maverick by Robert C. Brooks. But all are of unique value as illustrations of personality in politics. They reveal the variety of characteristics which make for a success in different political media. Interesting for their subjects, these papers are a notable addition to the literature of politics. They indicate again—an element which cannot be overemphasized—the indispensability of the human factor in governmental action, legislative and executive-administrative.

One of the most useful books on politics, noted in the previous review, Edward B. Logan's *The American Political Scene*,⁵³ has been reissued in a revised edition concerning events since 1936. Seven essays by six authors cover such questions as present characteristics of American political parties, the changing outlook for a realignment of parties, party organization, politician and the voter, pressure groups and propaganda, nominations, and the use of money in elections. Each of the essays is written by an authority in the fields covered; all are clear, simple, and direct in style as well as in description and appraisal. Ample bibliographies made this the best single volume on contemporary American politics, a useful guide to further explorations.

A much more comprehensive study in the same field is *American Politics*⁵⁴ by Peter H. Odegard and E. Allen Helms. The authors do not confine themselves to the mechanics of party organization, nominating procedures, or election practices. They range across three centuries of history to show how politics have shaped our ideas, how dissent has more than once been converted by appealing slogans and compelling

symbols into victory at the polls. They explore and illustrate the techniques of leaders and bosses in winning votes, the tactics of campaigns, the buncombe and the ballyhoo of elections. The influence of money and the pressures of the lobby, the effects of varying election laws and the results of proportional representation, the politics of sectionalism and the impact of the great "interests," labor, business, finance, racial groupings, are described and appraised. If there is nothing new in the way of fact—how, indeed, could there be—there is here a refreshing independence of analysis and an engaging and informal manner of presentation. The style is as dynamic as the matter. Encyclopedic in scope, there is, necessarily, no "thesis," but there are rich veins of idea and data to stimulate the student to a wider understanding of why and how the wheels go round in "the translation of social pressures into policy."

Of all the books of the period, and for a good many years longer, I should rank first *Politics and Public Service*⁵⁵ by Leonard D. White and T. V. Smith. Its subtitle, *A Discussion of the Civic Art in America*, sets the theme of the book. Socratic in temper (several of the chapters are in dialogue), acute in analysis, unafraid in facing the moral and economic as well as the political issues in contemporary America, this is a searching challenge to complacency. The authors are both professors at Chicago, each is unique in contrasting background and experience. Government-professor White, a New England Republican, late civil service commissioner of Chicago and the United States, seems to stand at the opposite pole from philosophy-professor Smith, Texas Democrat, four years a state senator in Illinois, and now congressman-at-large for Illinois in the federal House of Representatives.

Both look on the civil art, the purposes and techniques of public business, as a single function, viewed from the adminis-

⁵³ Rev. ed. by A. N. Holcombe. New York: Harper, 1938.

⁵⁴ New York: Harper, 1938.

⁵⁵ New York: Harper, 1939.

trative or the political perspective. Each seeks to discover the inherent validities in these two facets of the art. The result is a fresh and significant fusion of the apparently conflicting interests of politician and administrator on a common plane of action, from the party-dominated elections to the detached decisions of the civil servant. Not perhaps since the "Federalist Papers" has this type of political inquiry been brought so fruitfully into focus, in language so well suited to popular understanding and appreciation of the argument. There is ample fact material here, about the structure and purposes of parties, the size and organization of the public services, the objectives and the procedures of the administrator and the politician. But the discussion is oriented from a lively realization of the wider implications, for the common weal, of these two forces in the Great Society of the nation. Where suggestion for changes in our present political patterns is made—and there are many shrewd proposals for "reform"—it is always direct but experimental, sharply etched but sketched within the framework of practical politics. What makes the book invaluable for the student as for teacher is the degree to which these professorial authors hew to the limits of the realizable in their search for the ideal expression of the civic art in America today. Their uniqueness derives, no doubt, from the union of unusual talents, informed by wide experience in politics and administration. (That, after all, is what makes the "Federalist" still so pertinent—and readable.) But no recent contribution to political thought in America measures up to this in its relevancy and grace in describing and integrating these two indispensable elements in a single function, the art of governance.

We take our news with our coffee very much for granted, seldom stopping to ask how it is collected and filtered, how close to fact are the accounts we read in the press. In *The Washington Correspondents*⁵⁶ Leo

⁵⁶ New York: Harcourt Brace, 1937.

C. Rosten has made available for the first time a really adequate account of the way the "stories" under Washington datelines are gathered, and of the men who write them. The correspondents at the national capital are a picked group of the ablest men in journalism. Our views on national politics and politicians is very largely the product of their contacts with and reactions to the Washington panorama. It is their insights, and biases, as reflected in the news, which inevitably color, if they do not create, the "pictures in our heads" about men and events on Capitol Hill and in the White House and the bureaus. Mr Rosten studied over one hundred and twenty-five of them at close range. He traced their intellectual and educational lineage, their professional training, their interests, associations, avocations, contacts, reading habits, church affiliations. He weighed their independence of political considerations in their reporting and their subservience to the explicit or implicit sanctions of the owners and editors of the papers (or news services) for which they work. The result is a revealing account of the human factor in the making of the news by which, more perhaps than by any other single factor, our own views on politics are framed. But there is much useful material also on governmental press relations, on the organization of the great press services, on the attitudes of the publishers toward the reporter's independence, as illustrated, for instance, in the battles over the Newspaper Guild. Altogether, this is one of the most significant explorations of the periphery of politics that has appeared in many years.⁵⁷

THE GOVERNMENT CORPORATION AN EMERGENT PATTERN?

THE removal of Arthur Morgan from the chairmanship of the TVA in 1938 dramatized the nature and function of a new type of governmental agency. The "corpo-

⁵⁷ For further references on public opinion, propaganda, and pressure groups, see the current numbers of *Public Opinion Quarterly*.

ration" (or "authority") is becoming steadily more important in the conduct of the newer types of enterprise in which our own as well as other governments are engaging. Its utility lies largely in its relative flexibility; when experiment or rapid action is required, the corporate is more efficient than the hierarchical structure of the usual government department. We are very likely to see the proliferation of this type of agency at all three levels of government, as the area of public function and activity expands. The organization, financing, administrative, and legal controls, and operation of the public corporation is, therefore, of increasing importance, and interest, to the student of government.⁵⁸

The widest experiments in the field have been made in Great Britain and the British Commonwealth. From those experiments, as well as from our own, enough data is now available from which to draw certain conclusions. While the corporate form of organization is not in itself a solution of all the problems implicit in government action in fiscal, industrial, and other operating fields, it does provide a convenient mechanism for the management of many varied activities; the form of corporation best suited to a particular function can be developed; there is no necessity of creating a uniform type. Problems of financing, whether, for instance, exclusively from government funds, from joint sources of capital, or from independent taxing powers, can be settled in terms of convenience and expediency, rather than of existing legal

⁵⁸ A useful project in classroom analysis of this emergent form of governmental agency would be a study of the annual reports and other documents of the various corporations established. A list of the national agencies of this type is to be found in the *Congressional Directory*. See also, the *U. S. Government Manual* (Washington: National Emergency Council, current edition and loose leaf revision. \$2 a year). Both these documents should be in every school library.

requirements. Indeed, every aspect of structure and function appears to be susceptible of more effective treatment where initiative and experiment are inherent ingredients of function.

A detailed review of the books that have appeared in the past two years is unnecessary here; for those interested to explore this new and intriguing field, all are useful, if not indeed indispensable. On the British experiments three are particularly important, Lionel Gordon's *The Public Corporation in Great Britain*,⁵⁹ Terence H. O'Brien's *British Experiments in Public Ownership and Control*,⁶⁰ and John Thurston's *Government Proprietary Corporations in the English-Speaking Countries*.⁶¹ The latter covers the major government corporations in this country also. All three are general in scope and treat various aspects of the structure, financing, internal organization, policy framing functions and relations, and personnel of these new agencies. Two other studies deal particularly with the American scene (their titles indicate their scope), John McDiarmid's *Government Corporations and Federal Funds*⁶² and Ruth G. Weintraub's *Government Corporations and State Law*.⁶³ The latter is particularly useful in its emphasis on the peculiar problems which our federal system creates for national agencies of this type. It is a pioneer study in an area of federal-state relations certain to become more important with the years. Besides bringing together for the first time facts of first-rate fiscal and administrative interest, it has the added merit of presenting the often dull materials of law and administration in a lively and readable style.

⁵⁹ New York: Oxford Univ. Press, 1938.

⁶⁰ New York: Norton, 1938.

⁶¹ Cambridge: Harvard Univ. Press, 1937.

⁶² Chicago: Univ. of Chicago Press, 1938.

⁶³ New York: Columbia Univ. Press, 1939.

Have You Read?

KATHARINE ELIZABETH CRANE

AT present, as in the past, our national ignorance concerning South America keeps right abreast with the importance of her development. We laugh at European ignorance regarding ourselves, but what about our ignorance of South America? To cure that ignorance the Foreign Policy Association offers the most recent of its Headline Books, *The Good Neighbors: the Story of the Two Americas* by Delia Goetz and Varian Fry. Within its ninety-six pages is contained a good deal of the essential information on which to build the necessarily increasing awareness of a thoughtful mind.

And the maps. They are done by Juan Oliver and are fascinatingly graphic. There is one with pertinent distances carefully labelled—distances that you may know but yet fail to compare with each other. Did you ever know that the distance from Natal, the point in South America that lies farthest to the east, is only 1890 miles from the nearest African headland? If Germany succeeds in her present agitation to regain her African colonies, she will be much nearer to most of South America than we are. The distances from Natal to New York and to England are each about thirty-five hundred miles, from Rio de Janeiro about five thousand. (Five thousand miles is also about the distance between New York and the Suez Canal.) In travel time it takes three or four days longer to go from Rio de Janeiro or Buenos Aires to New York than to London or Berlin. Passenger service is much better to Europe and is often spaced so that if you are in Rio, and even more so if you

are in Buenos Aires, and are in a steaming hurry to get to New York but unwilling to fly, what you do is to go to Europe and catch a fast boat across the North Atlantic. It is a little expensive but may be expedient. Air mail goes from Buenos Aires to Berlin in four days and to New York in six.

Did you know that all of South America lies east of Detroit, Michigan? Most of it lies east of New York. Of course you never forget that the Pacific side of the Panama Canal lies east of the Atlantic side, and the catastrophic earthquake in Chile last January reminded you poignantly of the fact that the great mountain range that runs all along the western edge of South America is the same range that includes our own Rocky Mountains and related ranges; but did you realize that Latin America is three times the size of the United States or that Brazil alone is as big as the United States with extra territory enough thrown in to make another state the size of Texas? And you remember that, when a native Texan starts by comparative figures to tell you how really huge that state is, your head swims at the mere thought of the relative insignificance of all the other states.

DON'T think, though, that this pamphlet confines itself to geography. By no means. It undertakes to help you place important events on that continent with their relative "distances" of time. It reminds you, with another clever map, that exploration and settlement in South America was old when Jamestown was founded in 1607. The cities of Santo Domingo, Mexico City, San

Salvador, Panama, Caracas, Bogotá, Lima, Santiago, Asunción, Buenos Aires, and Rio de Janeiro were already old and rich—most of them almost a century old—by the time the Pilgrims landed on the desolate shores of Massachusetts.

Most of the space, though, is devoted to later policies and events in our own relations with the countries of South America, with an excellent selection of details concerning their national development, resources, exports and imports, and problems to fit into that general problem. It does not make pleasant reading for those of us who like to forget the black marks against our national conduct from the Monroe Doctrine and Mexican War down through the Spanish American War and Dollar Diplomacy. Yet only by knowing what facts lie in the consciousness of South Americans can we hope to understand them and can we hope to keep future governments in the United States from repeating the many and varied offences.

MOREOVER it all helps us to understand how the United States and the most advanced of the Latin American countries are changing roles. "The individualism that marked the days of U.S. expansion is now taking time out in one corner of the ring. Millions of U.S. citizens now look to collective effort, to cooperation, to social action for the security of their jobs and their homes. There are no more continents for the American people to conquer. By contrast, in certain parts of Latin America the period of industrialism, of the conquest of natural resources, the creation of trade, commerce and communications, is perhaps just beginning. It may take the form of wars like the War of the Pacific or the War of the Chaco. It may show up in the guise of a proud and sensitive nationalism. It may go in for higher and thicker tariff walls, powerful corporations and monopolies. These countries may, in short, soon be talking the language the United States talked between 1850 and 1929."

The Foreign Policy Association (8 West 40th Street, New York City) will be glad to send you a copy of this pamphlet for 25 cents. It is so clearly and interestingly written that, if you begin on page 1, you will emerge on page 96 an entirely new person. Then I urge you to take that newly endowed personality along with you to read some of the other immediately available articles on South America.

"**J**UNGLE HOKUM" by George Denk, reprinted by *Living Age* in the March issue from the *Latin-American World*, a London commercial monthly, urges us to stop believing all we hear and read about the New World jungles. "Frankly, the author-adventurers are liars." The author points out that the explorer of these regions must in fact face "torrential rains, bloodthirsty insects, illnesses, food shortages and the like, but these are not 'adventures.'" As for the jungles, they "are what you would expect them to be if you are a person of average intelligence: hot, humid, tangled and depressing. . . . But Green Hells where Nature Swelters and Deals Death Right and Left just do not exist, except in the imagination of armchair adventurers. The outer fringe of a jungle is always its worst part, forming a solid, dense wall of vegetation, thickest on the banks of a river, through which one must literally carve one's way by the aid of a machete. But once within the primeval forest one progresses with comparative ease beneath the vast, lofty canopy of green formed by the interwoven foliage and branches of tall trees. Only where there is a break in this 'ceiling,' can the sun encourage those fantastic and exotic growths which are supposed to form the whole jungle. . . . Life, both animal and human, is scarce and elusive."

THREATS of permanent German influence on our trade with South America are examined in the January issue of *Foreign Affairs* by Percy W. Bidwell in "Latin America, Germany and the Hull Pro-

gram." He warns us, in considering Latin American trade, not to "confuse square miles with purchasing power," for the populations of these countries "are small, they are dispersed and, in the mass, they are poor." Yet our trade with them amounts to a total of something like a quarter of our whole export and import trade and is especially important in such export commodities as cotton goods, steel mill products, leather and silk goods, electrical and industrial machinery, paper and automobiles. In the face of this, the figures on the increase of trade with Germany look alarming. What of it? After a careful analysis of available import and export figures the author comes to the conclusion that most of this German gain has been at the expense of Great Britain rather than of the United States. As for the Hull policy of negotiating tariff agreements to meet this and other problems, he points to the recent agreement with Great Britain as "the most substantial achievement of the entire program," and he thinks that the threat of Germany "should be met, not by imitating German policies, but by applying our own more boldly and more effectively."

The whole question of whether Germany's trade expansion in Latin America, and in southeastern Europe, is a part of an attempt to obtain political domination lies outside the scope of the article. "Fears on this score may or may not be justified; recent events in Europe give ammunition for those who hold the affirmative view."

POLITICAL implications are stressed by N. P. Macdonald's "The 'Axis' in South America" in the March issue of the English *Fortnightly*. "No colonial adventure in South America would, of course, be possible, but Berlin and Rome might well acquire substantial economic concessions in that continent, which might give them the further opportunity of claiming extraterritorial rights for their interests. In the event of any conflict in Europe they would thus, if they did not ensure a supply of

necessary raw materials for themselves, have done much to hinder the supplies of such materials to Great Britain and the United States."

SUCCESS or failure of the Lima Conference and "Pan-American Peace" is discussed by Albert Grand in the March *Atlantic*, and his verdict is that in the main it was a success. "Coming after the situation created by Munich, Pan-American solidarity is a positive success. As Mr. Hull promised, a new formula for the Monroe Doctrine has been found. It is no longer a one-way policy of the United States, but the expression of all the American Republics seeking Pan-American security. This result was obtained by the efforts of President Roosevelt and by the patient and clever diplomacy of Mr. Hull, but credit must also go to Mr. Alfred Landon, who gave the sanction of American national unity to the attitude of the United States delegation at Lima."

MEXICAN oil and the Mexican government's expropriation of the oil lands held by American and British interests are well known topics of interest, but few of us understand the reasons and the arguments in Mexico on which this is all based. To further "an open understanding of what each side has in mind, the *Atlantic* presents a statement of one of the most influential Mexicans now living" in "Mexico's Defense" by Andrés Molina Enriquez. Manifestly it would be unfair to try to sum up this exposition of a kind of thought radically different from our own. I shall however quote the author's comment on the attitude of the United States and on our defense of our own conception of property: "All this seemed to us to say, when translated into plain words, 'I am enlightenment, civilization, and international law, and whatever I tell you to do ought to do.'"

CANADA

While we are devoting ourselves to a consideration of the Western Hemisphere

it is well not to neglect Canada. In the March *Events* Frank H. Underhill reviews the present situation as "Canada Faces an Election." On the assumption that an election is imminent, the present session of the Canadian Parliament "is turning out to be the most exciting that Ottawa has seen for a dozen years. And all this with the King and Queen coming out in May to visit a Dominion that presumably will by then be united in thinking of nothing but its fervent loyalty."

Briefly, the main issues before Canadian government are three. One is the problem of unemployment due to the long depression. The second is that of the relations between the provinces and the dominion government, somewhat like our states-rights controversies. Oddly enough the historical development in the two countries has been reversed; our Constitution allocated to the states the residue of power, but the historical development has been toward a larger and larger degree of federalization, while, roughly, the fundamental agreement in Canada contemplated the dominion government as the possessor of powers not specifically granted to one or the other, but the historical development has been toward the gradual absorption of such powers by the provinces. To complicate the situation, "the pressure of depression expenditures has driven most of the provinces except Ontario and Quebec close to bankruptcy and has compelled them to seek extra assistance from the federal government." The third issue before Canada is that of defense and foreign policy. Shall the money be spent on local defense or "in preparation for the support of Britain in an overseas war?" If the first, then what of the empire and the imperial obligations of Canada within the system?

ARE YOU AN AMERICAN?

"WHAT Makes an American" is analyzed by Raoul de Roussy de Sales in the March *Atlantic*, and by "American" he means an American of the United States.

We are always self-conscious about that use of the word in the face of all of South and Central America and of Canada, but there is very little we can do about it, since there is no other possible word to take its place. We can not even struggle as the British sometimes do to say "Britisher" instead of "Englishman." "British" is all right, but "Britisher" remains a remarkably unhandy word with which to struggle, so perhaps we ought to be grateful that we can do absolutely nothing to mend matters concerning "American." The Frenchman who uses it here, though, has no qualms.

His analysis is interesting. I can have no idea whether, as you search your own consciousness, you will agree with him as to what within yourself constitutes your national identity, but you will be interested in the search. For myself I began to have my doubts when I found that, in spite of having had an American mother and having lived in this country for almost seven years, the author could still be very sure of the "fact that 99 per cent of Americans distrust Europe as a whole, and that they *must* distrust it to retain the feeling that they are Americans." On the contrary, I wonder sometimes what fraction of our people think about Europe at all. Certainly before the World War great numbers of American citizens never gave any consideration to Europe from one year to the next. Were they then not Americans?

For me the chasm of national difference yawned to an alarming width a little farther along in the essay. In speaking of the regard in which we hold our federal Constitution he comes to what he obviously considers a daring statement of the matter. "If the improbable choice were given to Americans by some great jester, 'Would you prefer to go on living in your country and be deprived of your Constitution and everything that it stands for, or would you prefer to take it with you to some new wilderness?' I am not quite sure what the results of the referendum would be." Cheerfully I admit to a sense of American nationalism but not

of the kind he sees. Could there be two possible results of such a referendum? It isn't only that, lacking the varied experience of the French with revolutions, we regard political revolution as something to be avoided and therefore would cling to the Constitution as the legal basis for most of the essential frame of government. It is also true, as the French author never even glimpsed, that beginning all over again in the heart of another wilderness does not, at first blush, seem so utterly impossible to us as it does to the Frenchman. Perhaps American nostalgia is not for the geographic place of individual and ancestral birth but for the wilderness of our nation's birth.

OUR AMERICA

ON the other hand in considering "New Tools for Democracy" Peter van Dresser, in the March *Harpers*, shows how we have failed to use our magnificent new tools to obtain for individuals the privilege of living in what is the nearest approach to wilderness that we have left. More and more people are condemned to live huddled up in big cities—until they are so lost to a realization of truth that they actually prefer to live in great centers of population where everything costs more than it is worth and where pure air and night's quietness, elsewhere the free gift of Nature, can not be bought at any price. This in our blindness we have assumed to be necessary on account of the developments of modern science, modern machinery, and the demands of efficient production in large units.

"We have assumed blindly that Scientific Technology must lead us inescapably toward a state of increasing concentration of power and control, increasing complexity of economic organization, increasing emphasis on mass operation and collectivist technic. Our only resolution of this dilemma has been socialization, to greater or less extent, and by varying technics, of the 'machinery of production.' And with this socialization we accept the very real risk of converting a

technological plutocracy into a technological bureaucracy."

Is all this necessary? The author's answer is an emphatic No. In the first place he points out that all this tendency of complexity, size, and regimentation in a city is not new. "What is 'happening to America' is the working out of the same process which Horace lamented two millenniums ago from his Sabine farm. Rome needed no railroads and telegraph lines to become the center of the civilized world; without benefit of steam or Diesel she could spawn her urban proletariat fed by grain from Scythian industrial farms; without structural steel or rotary presses or neon signs she could whore her citizens in from the land and finally reduce her provinces to sterile deserts."

On the other hand, for the first time in history science and invention have given us the knowledge and the technology to avoid all this. There are certain industries and certain products, notably steel mills and automobile plants, that are more economically administered on a large scale, but for the rest the present evolution is in a direction precisely contrary.

"The advantages of smaller, decentralized plants nearer to regional markets and in more wholesome surroundings for workers are advanced with increasing cogency. And adding force to these arguments are world-trends whose impact cannot be evaded. Foreign markets wane as the methods of high technology are assimilated in other lands, and the sale of mass-produced goods across the seas become inexorably more competitive and suicidal. Even the more progressive military technicians, with their advocacy of decentralized industries as the cheapest effective defense against the *blitzkrieg* of modern warfare, throw the weight of their evidence against the super-city and continued centralization."

NOT only are too many persons condemned to live in cities but too many of them lack a sense of security for the future. What can we do to prevent the misery

of anticipation and the misery of realization? Argument, facts, figures, and analysis "Appraising the Social Security Program" are given in the March issue of the *Annals of the American Academy of Political and Social Science* edited by Isabel Gordon Carter. "We are approaching the fourth anniversary of the Social Security Act and discussion is actively under way regarding possible changes in the extension and coverage of the Act. The present volume has been designed to give the reader the necessary background for evaluating the various changes proposed as well as to make him familiar with the work already accomplished."

The need for some kind of provision against the future is obvious, and I think most of us are agreed that old age and unemployment are "risks" of our corporate life just as much as, for instance, illness—and to be cared for as such. Nevertheless the text, graphs, and figures in "Why We Need a Social Security Program" by Evan Clague and Anne E. Geddes are illuminating.

Questions of method, however, are not so easy to manage, and some of the articles in the rest of the volume shed light on this.

THE government situation as a political whole is reviewed in Louis M. Hacker's "Congress Defies the President" in the March issue of *Events*. The picture he draws is discouraging from whichever standpoint you view it—radical or conservative. "It seemed not at all unlikely as a result of the events of the past month, that the United States was about to witness again one of those bitter struggles between the Executive and the Legislature for the control of policy-making in the country. The authority of the Executive had been questioned by Congress immediately after both the Civil War and the World War, and in each case it had triumphed, giving a new and significant direction to national affairs. Perhaps in a somewhat similar temper the present Congress, sensing that a considerable part of American public opinion was impatient

with the thought that an emergency still existed, was getting ready to take over the controls and reestablish the authority of the legislative will. At no previous time since the inception of the New Deal had debate been so frank or so caustic; nor, indeed, had the President's tone been so sharp. . . . The President himself gave no sign of his plans, except by his actions to indicate . . . that his domestic reform program was virtually finished. . . . In other words, despite the continuance of unemployment on a vast scale and the unwillingness of private capital to explore new outlets for productive enterprise, and in spite of the virtual failure of his agriculture, foreign trade, and housing programs, the President was ready to rest on his oars."

MAJOR flaws in our national life are pointed out in the February *Survey Graphic*, a special issue "Calling America: the Challenge to Democracy Reaches Over Here." Primarily it concerns itself with the special difficulties of realizing democracy in race relations, and various aspects of the menace to our democratic life that is due to repercussions of world events on our emotions and opinions within ourselves. This is a distressing document, but it deserves our attention since we can not hope to help the situation by ignoring what is happening to minorities all up and down the world. Our own old and special problems are discussed in several articles, among them "Minorities in Our Midst" by William Allan Neilson, "We're Another (The Negro)" by Lewis Gannett, and "The Rising Tide of Anti-Semitism" by Alvin Johnson.

As is natural—perhaps inevitable—in such an issue as this, some contributors overstate their case. It is, however, unwise to forget that in the long run no good comes from garbling or overstating the facts concerning problems whose only hope of solution lies in the world court of enlightened opinion. This seems to me particularly true of the case for a Jewish Homeland in Palestine,

and the article on "Homeland in Palestine" by Abraham Revusky, which is labelled truthfully "an affirmative statement of the Zionist position," is an excellent example of what advocates of the Jews ought, I think, to avoid. No such attitude as this is going to avert present terrible calamity for the Jews as they suffer persecution or for the rest of the world as it is drawn down into the spiritual and social degradation of persecution.

The author ignores entirely the record of history that the Jews held Palestine for about thirteen centuries and lost it two thousand years ago. The Mohammedans held it for about thirteen centuries and lost it in 1917. (Part of the time control was with the Mohammedan Turks and part with the Mohammedan Arabs. There is a real difference in race but not in religion.) Also Palestine is preeminently the region of Holy Places for Mohammedans as truly as for Jews and Christians, and therefore possession seems important for religious reasons.

Moreover this author ignores entirely the contention that, in the tangled skein of Britain's conflicting promises to Jew and Arab during the World War, the case for the promises to the Arabs is just as good as that for the Jews. In the light of all this a phrase in the opening sentence, "Palestine, promised as a national home for the Jewish people," is unfortunate. That kind of an absolute claim may be good political maneuvering, but is not appropriate to this kind of a discussion. Leaving aside the question of divine promise to the Chosen People, this phrase raises far too many questions as to what promises were made by Great Britain, whether they were valid in the light of earlier promises to the Arabs, and, most of all, what right Great Britain had to make any such promises anyway, especially against the will of her allies, the Arabs, who were actually living in Palestine at the time.

A remark about "the readiness of some Jewish leaders to guarantee equal status to

the Arabs" also helps one to understand why the Arabs, who are still in the overwhelming majority and still in actual possession of most of Palestine, are thoroughly aroused and determined to make a stand against further Jewish immigration. It is easily to be understood, by an outsider at least, that they prefer to protect their present position of superior strength rather than let the Jews come in and then trust to any Jewish "guarantee" of "equal" status.

EXACTLY opposite in its tone and treatment is "The Rising Tide of Anti-Semitism" by Alvin Johnson, who is primarily concerned with the apparent increase in antagonism toward the Jew in this country and with the very real threat of that antagonism to the health of our national life. "These are the embers the present day propaganda is blowing upon, in the hope of consuming, not the Jew in particular, but democracy and liberalism also." His analysis of the reasons, content, and extent of this antagonism does not include an analysis of Jewish characteristics—probably because there are no strictly Jewish characteristics, a point that is made very clear as to facial expression in many of the excellent pictures in this magazine. There is just human nature and human nature. Dr Johnson does say specifically, however, that "there was never a persecuted race that did not develop some characteristics that seemed to give color of justification to persecution."

For a remedy: "It behooves us, as good American citizens, to set about building a bridge of understanding between the two groups, Jewish and Christian. By good modern practice, a bridge is always begun from both sides of the river simultaneously. Most of the building must be done from the side of the Christians, who have the most to lose from anti-Semitism, being the more numerous group. But the Jews have to do some building, too."

This represents the kind of discussion that persuades by temperate statement, and it alone can bring us to wise decisions.

CHARLESTON, SOUTH CAROLINA

TECHNICAL skill in taking and reproducing pictures from all over the world have made places and events halfway around the globe as familiar as those only a few hundred miles away. Yet occasionally it is the pictures of scenes relatively near which delight us most, and this is true of the pictures of Charleston "the first permanent colony in South Carolina," which are printed in the *National Geographic Magazine* for March. The text "Charleston: Where Mellow Past and Present Meet," is by DuBose Heyward.

LOUISA MAY ALCOTT

"THE growing of myths is an interesting and rather simple process. Biography is a fruitful field for their cultivation." With these opening words Marion Talbot proceeds to give in the December *New England Quarterly* some "Glimpses of the Real Louisa May Alcott" which amply illustrate her point. The magazine does not say so, but Miss Talbot's mother was Emily Fairbanks Talbot, a philanthropist of some distinction and active in the movement to widen opportunities for women. Miss Talbot, distinguished in her own right, for many years a dean and a member of the faculty of the University of Chicago, can not appear here or anywhere else as "her mother's daughter," but it was probably as her mother's daughter that she enjoyed the opportunities of fairly intimate acquaintance with Louisa May Alcott. On the basis of that knowledge and from the printed letters and journals she presents the kind of a person you thought of when you were reading *Little Women*—wholesome, happy, vigorous in body and in mind. This picture is much easier to believe than are the various psychological biographies that have been recently fashionable and that depict Louisa

May Alcott as quite otherwise in character.

Also Dean Talbot's method is reassuring. She differentiates very clearly among various sources: (1) what she observed herself and how she happened to know it, (2) what is quoted from letters in her possession, and (3) what is from printed sources. Moreover she frankly recognizes the possibility of her own bias. "It is possible that from an assortment which the present writer treasures some selections may add to the picture, real or mythical, of a woman who was great as well as beloved."

The new material that she presents is interesting, but on the whole it is her method, as an illustration of what pitfalls to avoid, that is useful to a teacher at the moment. From the printed diary (E. A. Cheney, *Louisa May Alcott*. Boston, 1889) she quotes two contrasting passages written when the creator of *Little Women* was ten years old to indicate the danger of any biographer following a thesis, and proving it from undoubted sources, without equally carefully maintaining an open mind to examine possible contradictory evidence. She comments: "Each entry cited by the biographer could have been supplemented with more of this character. Had these been selected and the others excluded, two quite different characters would have been created." Which entry depicts the real Louisa May Alcott?

"I was cross today and I cried when I went to bed. I made good resolutions and felt better in my heart. If I only kept all I make, I should be the best girl in the world. But I don't, and so am very bad. (Poor little sinner! She says the same at fifty.—L.M.A.)"

The other record is the exact opposite in tone. "I ran in the wind and played be a horse and had a lovely time in the woods with Anna and Lizzie. We were fairies and made gowns and paper wings. I flied the highest of all."

NOTES AND NEWS

NATIONAL COUNCIL AT CLEVELAND

Four sessions of the National Council for the Social Studies were held in Cleveland on February 25, in connection with the convention of the American Association of School Administrators.

MORNING SESSION

In the morning, with Howard R. Anderson presiding, Charles H. Lake, superintendent of the Cleveland public schools, spoke on "Function of the Social Studies in the Schools of a Democracy," stressing the need for an informed citizenry, with some grasp of the problems of the present day, with a measure of skepticism, with real devotion to democracy, and with experience in democratic living. He was quite willing to use deliberate indoctrination for democracy. And he bespoke respect and encouragement for the dreamers.

In the same session A. W. Troelstrup of New Trier Township High School, Winnetka, described the close interrelationships of "English and the Social Studies" at New Trier in the current Progressive Education Association experimental program. He summed up the attention given to interrelationships in terms not of new syllabi and formal curriculum changes but of the effect on pupils and staff. Charles C. Weidemann of the University Schools, Ohio State University, followed with an enthusiastic and suggestive presentation of the "Uses of Mathematics in the Social Studies of the Secondary Schools." He illustrated different ways of showing the same data graphically with resulting differences in interpretation, and pointed to some of the implications to citizens of a democracy.

Ernest Horn of the State University of Iowa spoke on some needed changes in the school

curriculum if we are to promote good citizenship or "living together well." He reported findings of studies in knowledge of and attitudes toward law, especially in regard to lost property, accidents and safety, and aspects of crime. The findings indicate need for attention to such areas.

LUNCHEON SESSION

At the luncheon session Howard E. Wilson introduced Mayor Harold H. Burton of Cleveland, whose address on "Citizenship Training in School and College" was broadcast. Following some general comments on citizenship today, the mayor analyzed three significant trends in government. First, the congestion of population in great metropolitan centers is still increasing; a fourth of our population is now found in ten such centers. Accordingly there is a tremendous volume of government in them—more than in most states; the volume for New York City is greater than for New York State, and New York is the only state that exceeds Chicago. The frontier of democracy is found in these centers, which are becoming the testing place of democracy. Government in such areas must be carried on at second hand—but the question remains of whether it can be. The great problems of the present are concentrated in these areas.

Second, whether or not we like it, we are getting and will continue to get more government; the more complex life becomes, the more government is required. As competition sharpens and living becomes closer more rules and more "umpires" are needed. But care must be taken that the hand of government does not grow too heavy. As a test of heaviness Mr Burton suggested the application of Oliver Wendell Holmes' statement that "taxes are a privilege, not a burden," illustrating the point

by remarking that it is a privilege to pay for city water service rather than to have to make individual arrangements for a supply.

Third, said the mayor, centralization of government is increasing; interstate business and life makes it inevitable. But local and community government must not be overwhelmed. The executive branch is growing—we don't like it, but we do demand speed and flexibility, and these require not laws but an executive able to act.

AFTERNOON SESSION

Harold F. Clark of Teachers College, Columbia University, whose subject was "The Importance of Economic Education to the Training of Citizens in a Democracy," was less willing to accept centralization. He developed ten theses:

(1) Concentration of various kinds of power is the most dangerous of all phenomena; it should be broken up at any cost, with political power decentralized and economic and political powers kept separate.

(2) Under no circumstances should the central government be allowed to own, control, or intimidate any agency of communication—radio, newspapers, motion pictures, education, or the like.

(3) The agents, organizations, or groups closest to the people should always be used—and kept close to the people. Washington should be broken up physically as rapidly as possible, and the Department of Agriculture sent back to Iowa, the Department of Labor to a small town in Illinois, the Interstate Commerce Commission to Cleveland, the Department of the Interior either to Colorado or Texas.

(4) It is not possible to run economic life through one central place, and still keep it democratic. Whether this concentration be in New York or in Washington, makes little difference.

(5) Use the smallest possible unit that is reasonably efficient, preferring the village to the city, the city to the state, the state to the nation—and the individual educated to cooperate above all.

(6) In general, prefer a non-political to a political organization, although it is conceivable that a village official organization might be preferred to a world-wide economic

organization, assuming they were equally efficient.

(7) Have all other agencies, especially economic ones, as far as possible from the governmental agencies that control the police power, the army, and the navy.

(8) Keep education as far removed as possible from other aspects of government.

(9) If additional sections of life must be brought under more social control, set up new agencies to do it.

(10) Economic education is necessary to the stability of democracy and to the political state.

In conclusion Dr Clark said: "There can be no democracy without keeping power close to the people. Drastic steps will have to be taken to bring about the changes that are necessary to accomplish this end. All too many people are confusing coordination with concentration. The most important of all economic information is the study and discussion of the kind of society that can be highly coordinated, decentralized, efficient, and still be democratic. In addition, there are innumerable specific items of information the public at large should understand regarding our economic order. The ten theses of this paper cover the type of information necessary in the training of citizens in a democracy if that democracy is to endure."

The discussion of this paper was led by Wilbur I. Gooch of Boston University.

W. E. Mosher, Dean of the Maxwell School of Citizenship and Public Affairs, Syracuse University, spoke on "Training for Political Citizenship," painting a realistic—even pessimistic—picture of shortcomings. R. O. Hughes described some of the constructive practice in Pittsburgh schools, where an effort is made to draw young citizens into active and useful civic participation.

This session, over which Ruth West, president of the National Council presided, attracted some 400 listeners.

DINNER SESSION

In the evening Fremont P. Wirth presented two speakers. Joel Hayden, headmaster of Western Reserve Academy, spoke of the influences necessary to overcome some special problems of our day. Delayed earning opportunity and marriage, the amoral forces of

science and war, the unenlightened who act on impulse rather than after thought and with information, all present educational complications.

Clyde R. Miller of Teachers College, Columbia University, spoke on "Propaganda and Democracy." He illustrated the power of propaganda by reference to its use in the World War, and specifically in relation to the imprisonment of Eugene V. Debs. He spoke of the influence of early conditioning on social attitudes, and of "factors of distortion" in the reporting of news. He suggested that propaganda itself is not vicious, but that monopoly of it is.

BOARD OF DIRECTORS

The meetings of the Board of Directors were attended by Ruth West, president, Howard R. Anderson, first vice-president, Fremont P. Wirth, second vice-president, Howard E. Wilson, secretary-treasurer, by C. C. Barnes, R. O. Hughes, W. G. Kimmel, and Edgar B. Wesley, former presidents, and by Erling M. Hunt.

Roy A. Price of Syracuse University, chairman of the Committee on Public Relations, reported that seven regional and thirty state chairmen have been appointed and are already engaged in articulating and coordinating the work of the National Council. He also reported that Howard R. Anderson was scheduled to speak at Iowa City on April 14 and 15, and at Omaha, Nebraska, on April 12. He is also speaking at Clarion, Pennsylvania, on April 1. Mr Price also reported that Erling M. Hunt would speak in Madison, Winona, and Eau Claire, Wisconsin, in Minneapolis, Mankato, and Moorehead, Minnesota, in Kansas City, Missouri, and in Nashville, Tennessee, during late March and early April. It was agreed that the National Council should cooperate with local groups in making speakers available when requested.

Professor Robert Binkley of Western Reserve University described the work on local research now going forward under the auspices of the Federal Government; the National Council is cooperating with a committee of which Dr Binkley is chairman.

Plans for closer cooperation with the National Council of Teachers of English and the American Political Science Association

were discussed, and no doubt will be reflected in some forthcoming programs.

Mr Wilson reported that the National Council has been incorporated, in the State of Illinois.

PUBLICATIONS COMMITTEE

The *Tenth Yearbook*, edited by Professor Burr Phillips of the University of Wisconsin, will appear in November, and will concern the in-service growth of social studies teachers.

The *Eleventh Yearbook*, for 1940, is already in progress under the editorship of Professor Harold F. Clark of Teachers College, Columbia University. It will be devoted to economic education.

Bulletin 12, a bibliography of textbooks prepared by Wilbur F. Murra, is expected to appear this spring, and Bulletin 13, "Test Items in Government" by Howard R. Anderson and E. F. Lindquist, will also be published this year. The 1940 bulletins are already in preparation.

Suggestions for yearbooks or bulletins will be welcomed by Wilbur F. Murra, chairman, Lawrence Hall, Harvard University.

MIDDLE STATES ASSOCIATION

The annual spring meeting of the Middle States Association of History and Social Science Teachers will be held at Columbia University on Friday and Saturday, April 21-22. The Saturday session will be held jointly with the Association of Teachers of the Social Studies of the City of New York, whose officers are cooperating closely in the arrangements.

A luncheon conference on problems of teacher training is scheduled for Friday noon. The Friday afternoon program in the Horace Mann School Auditorium, Broadway at 120th Street, at 3:30, will be concerned with problems of history and social science teaching. The speaker at the dinner session on Friday evening will be Professor Richard H. Shryock of the University of Pennsylvania.

Following the business session on Saturday morning, in the McMillin Theater, in the School of Business Building, Professor Howard E. Wilson of Harvard University will discuss his volume on social studies teaching and citizenship training in the Report of the Regents' Inquiry. Several social studies teachers will lead the discussion.

The speaker at the Saturday luncheon will be Dr Charles Tansill, whose subject will be American neutrality policy.

For programs and details address the secretary, Dr Paul O. Carr, Wilson Teachers College, Washington, or the chairman for local arrangements, Mr J. C. Driscoll, Erasmus Hall High School, Brooklyn.

The other officers are Amanda Streeper, William Penn High School, Philadelphia, president; Robert I. Adriance, High School, East Orange, New Jersey, first vice-president; John A. Krout, Columbia University, second vice-president; and Erling M. Hunt, Teachers College, Columbia University, treasurer.

NEW YORK CITY

The Annual Luncheon of the Association of Teachers of the Social Studies of the City of New York will be held on Saturday, May 20, 1939, at the World's Fair Grounds. The day has been set aside as Social Studies day by the Fair officials. It is expected that all of the teachers of social studies in New York will participate in the program.

The subject of a meeting of the Economics Section on February 18 was Monopolistic Control. Corwin Edwards, of the Temporary National Economic Committee, presented the point of view of the Government; Irwin George of Dunn and Bradstreet presented that of business, and Woolf Colvin, chairman of social studies at the Eastern District High School, Brooklyn, presented that of teachers.

The president of the Economics Section is Evelyn Marcus of Walton High School, the Bronx.

The regular monthly meeting of the Association of Teachers of the Social Studies of the City of New York was held jointly with the High School Teachers Association and the High School Principals Association on Saturday, March 18.

A social studies model lesson was conducted by Miss Elizabeth Eisenberg and her pupils from the Washington Irving High School. A feature of the lesson consisted of a panel of appraisers representing the respective branches of the secondary teaching and supervisory staff who evaluated the lesson from the point of view of their respective branches.

The president of the Association is Joseph C. Driscoll, Erasmus Hall High School, Brooklyn; the secretary-treasurer is Martha Lepowsky, also of Erasmus Hall; the vice-presidents are Elizabeth Eisenberg, Evelyn Marcus, and J. Lewis Stockton.

FLORIDA

The State Department of Public Instruction of the State of Florida has recently published Bulletin Number 1 of the Florida Program for the Improvement of Instruction. This bulletin is entitled *Source Materials for the Improvement of Instruction* and includes valuable aids for teachers in grades 7-12. It contains an introductory section explaining the point of view from which these materials were developed and suggestions for their use in the classroom.

Some of the topics included are safety, conservation, health, propaganda, social security, leisure time, housing, religion, and family life. Suggested approaches, activities, means of evaluation, and bibliography are included in the development of each of these topics.

This bulletin contains approximately two hundred and fifty pages and may be secured upon payment of 55c, which includes postage, from M. L. Stone, Curriculum Adviser, Florida Curriculum Laboratory, Room 327, P. K. Yonge Laboratory School, Gainesville, Florida.

KENTUCKY

The annual meeting of the Kentucky Council for the Social Studies will be held in conjunction with the convention of the Kentucky Education Association on April 12-15, at Louisville.

Council headquarters will be in the Georgian Room of the Kentucky Hotel. The business meeting, conducted by Robert L. Sanders, president of the Kentucky Council, will be followed by a session in charge of Ellis F. Hartford, duPont Manual Training High School, Louisville. Dr Marie Bentcioglio, geographer, and Dr Fremont P. Wirth, George Peabody College for Teachers, Nashville, will speak.

Officials of the Kentucky Council are Robert Sanders, Louisville, president; Ray Snodgrass, Paducah, vice president; Margaret Campbell, Murray, secretary-treasurer; and Howard W. Robey, Louisville, editor.

H.W.R.

ILLINOIS COUNCIL

The second annual meeting of the Illinois Council for the Social Studies will be held April 15 on the campus of Southern Illinois State Normal University, Carbondale. Present indications point to a well attended and enthusiastic meeting. Any teacher interested in the social studies is invited to attend.

Following the business meeting at 10 A.M. Dr Charles Lee of Washington University will address the session on "Our Dilemma in the Teaching of the Social Studies," and Dr Laura Ullrick, of Winnetka, will report on the Lima Conference. After the luncheon at 1 P.M. President Roscoe Pulliam, Southern Illinois State Normal University, will speak on "General Education for Citizenship." The afternoon session will be devoted to a panel discussion at 2:15 on "The Unit Assignment Procedure." The participants will be Fred H. Kirk, Township High School, Pontiac; Margaret Henderson, Washington School, Bloomington; Donald R. Alter, Eastern State Teachers College; Clifford Durman, Community High School, Pekin; and Robert S. Ellwood, chairman, Illinois State Normal University.

During the past year the Illinois Council has enjoyed a healthy increase in membership. Since January, 1939, new district councils have been formed in the areas surrounding Decatur, Macomb, Carbondale, and Springfield-Jacksonville (known as the Lincoln-Douglas Council). Other district councils are in the process of formation in the areas centering in Rock Island, Pekin-Peoria, Charleston, and Champaign-Urbana. District councils previously organized include the Central (Bloomington-Normal), East St Louis, and Centralia Councils. The Chicago Council for the Social Studies serves the Chicago area. There is an informal association along Chicago's North Shore.

Any group of social studies teachers desiring to form a local district council is cordially invited to attend the annual meeting, or to send a representative. Information may be obtained by addressing D. R. Alter, secretary-treasurer, Eastern Illinois State Teachers College, Charleston.

D.R.A.

CHICAGO

The Chicago Council for the Social Studies met on February 20 to hear Ira Latimer,

executive secretary of the Chicago Civil Liberties Committee, discuss "American Civil Liberties: Theory and Practice."

The president of the Association is Ray Lussenhop, Austin High School; the secretary is Grace Frederick, Tuley High School.

The February number of the *Chicago Union Teacher* is much concerned with aspects of social studies teaching. Kermit Eby writes briefly on "Education for Citizenship," while Ray Lussenhop considers, at greater length, "Education for Intelligent Citizenship." Mary F. Balcomb and Wilson Boettischer both describe methods of citizenship teaching and training. Quincy Wright contributes "The World We Live In." John A. Lapp discusses the "Teaching of Civil Rights."

MICHIGAN

The Southwestern Michigan Social Studies Association will hold its annual meeting on Saturday, April 15, at Western State Teachers College, Kalamazoo. Education Against Propaganda will be the theme of the meeting. At the 10:30 session Professor John L. Brumm, chairman of the department of journalism at the University of Michigan, will speak on "Propaganda Today," defining the issue and presenting the general problem of propaganda. An open forum discussion will follow the address.

After lunch Dr Charles Seibert of the social studies department at Western State Teachers College will advise teachers on the ways and means of handling propaganda in their work as he speaks on "Evaluating Propaganda in the Classroom." At the conclusion of this talk there will be a general discussion wherein practical problems and difficulties encountered by teachers may be presented, suggestions offered, and possible solutions mentioned.

Frank Meyer, Grand Haven, president of the Association will preside at both sessions. The other officers are: Gladys Evans, Kalamazoo, vice-president; and Howard Bigelow, Western State Teachers College, secretary-treasurer.

F.M.

KANSAS CITY, MISSOURI

The Kansas City Council for the Social Studies met on February 13 with Howard E. Wilson, secretary-treasurer of the National Council for the Social Studies, as speaker. Dr

Wilson described the work of the National Council and outlined its plans for expansion. He also discussed the recent Regents' Inquiry into the Character and Cost of Public Education in the State of New York with particular reference to the social studies findings.

While in Kansas City Dr Wilson also conferred with Dr Guy V. Price, chairman of local arrangements for the National Council meeting at Kansas City next November, about plans. The headquarters will be the Hotel Muehlbach.

J.N.J., C.R.C.

NEBRASKA

The Nebraska History Teachers Association is sponsoring a mimeographed "Nebraska Social Studies Bulletin," of which the first issue appeared last October, and the second in February. The first includes time line suggestions for ancient history, and other samples of graphic presentation, and lists National Council bulletins of interest to teachers.

The February issue includes a brief article by James Cook, research editor of the Nebraska historical record survey, on "Local History: Its Sources and Values," and an account by Martha Watson Green of the Aurora High School, entitled "It Can Be Done," of how local history can be taught. Miss Green quotes excerpts from pupil essays.

A third bulletin is promised for the current school year. Suggestions are desired. Subscription is 25 cents a year. The Board of Editors includes Eliza Gamble, Teachers College, University of Nebraska, chairman; Margaret Davis, Lincoln High School; Martha Green, Aurora High School; Elizabeth Kiewit, Omaha Central High School; and Jennie Conrad, Kearney State Teachers College.

The Nebraska History Teachers Association will meet in Lincoln on April 28-29. Special attention will be given to the field of European history. The officers are Jennie Conrad, Kearney State Teachers College, president, and Carrie Roberts, 2601 Vine Street, Lincoln, secretary.

TEXAS

A Social Science Section meeting was held at Alpine on March 17 in connection with the sixth annual program of the Trans-Pecos division of the Texas State Education Association. Mrs Susan Buck of El Paso was chair-

man. Dr J. L. Waller of the College of Mines and Metallurgy, El Paso, spoke on "Reselling the Social Studies Subjects to Administrators and to the Public"; Mrs Laura Y. Warren of El Paso discussed "The Need for Leadership in the Social Studies Field." A panel discussion followed, in which attention was given to the social studies in relation to education for democracy and Americanization, and against crime.

L.Y.W.

ALBERT J. BEVERIDGE MEMORIAL PRIZE

By action of the Council of the American Historical Association, the ALBERT J. BEVERIDGE MEMORIAL PRIZE in American history has been substituted for the Justin Winsor Prize, formerly announced.

The Beveridge Memorial Prize will be awarded biennially, beginning in 1939, for a monograph, either in manuscript or in print, in the field of American history, including South American history. The amount of the prize is \$200.

The committee will accept for consideration any manuscript or printed work, regardless of length, provided that the publication date of any printed work submitted is not earlier than 1937. Any subject falling within the broad field of American history will be accepted. Since the prize is designed to stimulate original and significant work, the committee will welcome studies which break new ground, either in type of material considered, problems studied, methods of analysis, or new interpretations.

The prize does not carry with it the publication of the manuscript, in case the prize-winning study is submitted in manuscript form. The Beveridge Fund Committee, however, is planning the publication of a monograph series on American history and will be in a position to consider for publication in this series any prize essay in American history which seems to the Fund Committee to be of sufficient merit.

All manuscripts should be sent to Dr Caroline F. Ware, The American University Graduate School, 1901 F Street, NW, Washington, D. C., before June 1, 1939. Since the date for submission formerly announced was September 1, the committee will entertain requests for the privilege of submitting manuscripts up to September 1, if such requests are received before June 1 and show compelling

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reasons why the manuscript cannot be submitted by June 1. The prize will be announced at the meetings of the American Historical Association, December, 1939.

NATIONAL ANNIVERSARY

"The one hundred and fiftieth anniversary of the formation of the Constitution, including the one hundred and fiftieth anniversary of the inauguration of George Washington as first President of the United States will be celebrated April 30, 1939. The Story of the Constitution, the President's Proclamation, facsimiles of the Constitution, a diorama of the signing of the Constitution, reproductions of old maps, music associated with the period, pictures of the signers, official posters, and pageants for use in the celebration are available at nominal cost. For further information address the United States Constitution Sesquicentennial Commission, Washington" (*School Life*, March, 1939).

TEACHING TOLERANCE

In view of the February editorial in *Social Education*, "Teach Tolerance?", the full resolution of the Board of Education of New York City, to which reference was made, may be of interest. It is reprinted from *School Life* for March, 1939 (p. 190).

Whereas, There is manifest the great need to build conscious barriers against conditions destructive of democracy, and to renew and reaffirm our faith in American democracy: Therefore be it

Resolved, That in every public school in the city of New York, assemblies be devoted to the promulgation of American ideals of democracy, tolerance, and freedom for all men; that these assemblies be devoted to making the children of our Nation aware of the contributions of all races, and nationalities to the growth and development of American democracy; that the programs for all these assemblies be based on the social and political history of the United States; and that these programs present the contributions of all races and nationalities in a way such as to develop esteem, respect, good will, and tolerance among students and teachers in all the schools, and be it further

Resolved, That the superintendent of schools of the city of New York be instructed

and empowered to take all necessary steps for the immediate and effective furtherance of the above resolution, and that the superintendent of schools shall so instruct the principals, and require official reports by them of such assemblies."

INDUCTING NEW CITIZENS

"Manitowoc County, Wis., a community of some 58,000 people located along Lake Michigan, is undertaking a county-wide project which it hopes will become a pattern for America in teaching young men and women both that democracy is worth while and how it works. Manitowoc has set aside May 21 as Citizenship Day—a day on which the county's 1,200 young people who have reached the age of 21 and the status of citizenship between May 1, 1938, and May 1, 1939, will be formally inducted as citizens.

"President Clarence Dykstra of the University of Wisconsin, Chief Justice Marvin B. Rosenberry of the Wisconsin supreme court and other State educators, jurists, and public officials will participate in the program. National speakers are to be brought to the city of Manitowoc for the occasion. The city will be decked out in holiday regalia. A formal ritual will be held in the Lincoln High School bowl. A parade through city streets is to precede the ceremonies and speaking program.

"Starting in January the county's 38 election precincts are to be organized and canvassed. The young men and women who are of the age to come under the program will be grouped together in their home precincts. At three meetings in each precinct between January and May they will be instructed in the physical, theoretical, and spiritual values and aspects of American Government—in the township and county primarily, and in the relationship of those units to the State and Nation" (*School Life*, March, 1939).

VISUAL AIDS GUIDE

"The Use of Visual Aids in Teaching" by Ella Callista Clark, issued last August by the State Teachers College, Winona, Minnesota, has been reprinted. In 24 pages it considers general aspects of the subject, the excursion, pictures, the stereograph, the lantern slide, the film slide, and motion pictures. A brief selective reference list is appended.

Single copies are 25 cents each; ten copies are two dollars.

ELEMENTARY GRADE FILMS

"Educational Film Service of Battle Creek, Michigan, has produced several 16mm silent subjects in response to the need for film material suitable for the early elementary grades. Some of the titles are *Dinner Time on the Farm*, *Animals of the Zoo*, *Circus City*, *Here Comes the Circus*, *Boats of the Great Lakes*, *The Story of Milk*, *A Loaf of Bread*, *The Post Office* and *Fire Fighters*. Many of these reels are also suitable for other grade levels. Mr Keith Elliott, formerly chairman of the visual education committee in the local public schools and now manager of the Educational Film Service, offers this material for rental or sale. One free film, *Iron Ore to Stoves*, suitable for later elementary classes, high school science or shop classes, is available.

"Bailey Film Service, 3405 University Avenue, Los Angeles, is another source for educational films designed specially for elementary and intermediate grades. One of their most recent films is a 16mm silent reel on *The Streetcar*, the second in a series called *The ABC of Transportation*, the first of which was on *Elevated Trains*. The film shows the important part the streetcar plays in American urban transportation, using one of the new streamlined models in service on the Los Angeles railway as an example of the typical streetcar. Other productions which the Bailey Film Service have completed are four films in their *United National Parks Series*, one in *The ABC of Pottery Making Series*, and a reel entitled *A Day of Threshing Grain*. Study guides are included with most of these subjects at no extra cost" (*Educational Screen*, February, 1939).

EDUCATION'S ECONOMICS NUMBER

The February issue of *Education* is devoted, under the editorship of Jesse S. Robinson of Carleton College, to economics and economics teaching.

A. V. Wolfe of Ohio State University considers "Economics in a Dynamic Society," noting that while "most professional economists are necessarily concerned with the instrumentalities, the machinery, and the

organization of the processes of production, exchange, and distribution," human ends and human values must also be taken into account. Moreover, "if either economics or education has anything to do with life, economics, wherever it enters the educational process in which the purpose is to introduce boys and girls, young men and young women, to the problems and issues and significances of the complex society out into which they must sooner or later go (job or no job), should be thought of as something vastly more, more difficult and more important than a body of knowledge and doctrines on the technical instrumentalities of production, marketing, and finance."

V. O. Watts of Carleton College enumerates and comments on "Some Hurdles for the Economics Teacher"—including individual points of view of students, interest in immediate issues rather than longtime views, and logical difficulties, "scholasticism" on the part of economists, and need for respect for real authority by laymen.

Valdemar Carlson of Antioch College analyzes "Textbooks in Economics at the College Level," and J. S. Robinson of Carleton College weighs "The Economic Factor in a Program of Education for Peace." Margaret Thomson and Dorothy L. Thomson are concerned with "The Teaching of High School Economics," remarking that "the aim of high-school economics should be the development of social consciousness and the understanding of current economic problems," and stressing the need for vital teaching. Illustrative material, trips, attention to definitions, pupil activity, and discussion are also favorably considered. John W. Knoble describes "The Teaching of Economics in the Sixth Grade."

Broadus Mitchell of the Johns Hopkins University writes of "Provocative Economics"—use of the press, the community, trips and observation, striking phenomena, and of the radio, talkies, and newsreels.

Both Leonard E. Read of the United States Chamber of Commerce, Western Division, and Lyndon O. Brown of Northwestern University consider "Economics as a Basis for Business Training," and Harold F. Clark of Teachers College, Columbia University, gives attention to "The Economics of the Teaching Profession"—to economic problems faced by teachers,

and to the effect of economics teaching on the social and economic welfare of a society.

CONTEMPORARY PROBLEMS

Conservation. "Our Nation's Forests," a 24-page unit in conservation, for high school use, has been prepared by Rosalie Edge for the Emergency Conservation Committee. Single copies are available from Mrs C. N. Edge, 734 Lexington Avenue, New York, at 10 cents.

Constitution. "What the Constitution Says: a Rearrangement of the Constitution of the United States," keeps the words of the Constitution but groups its provisions by subjects, in 32 pages. It is available from Alan Robert Murray, the compiler, at 1440 Chapin Street, NW, Washington, at 20 cents for a single copy, or 15 cents a copy for twenty-five or more copies.

Security. "Security or the Dole?" by Maxwell S. Stewart in Public Affairs Pamphlet number 4, 1938 (revised, 31 pages) considers unemployment and old age in relation to our relief program and social security legislation. European precedents are noted, and suggestions for future policy included. (10 cents, or less in quantity. Address Public Affairs Committee, 30 Rockefeller Plaza, New York.)

Health. "Who Can Afford Health?", Public Affairs Pamphlet number 27, 1939, prepared by Beulah Amidon, summarizes in 31 pages the findings of the National Health Survey. The poor are sick more often, for a longer time, and with less medical and nursing care, than those with means. Public aid and a systematic state program are recommended. (10 cents, or less in quantity. Address Public Affairs Committee, 30 Rockefeller Plaza, New York.)

Taxation. In "Our Taxes—and What They Buy," Public Affairs Pamphlet number 28, 1938, Maxwell S. Stewart explains, in 32 pages, how our taxes are gathered in, how the amount compares with that of other countries, how the tax burden is distributed, and what our

taxes buy. He notes some taxation problems, and deals briefly with government expenditures. (10 cents, or less in quantity. Address noted above.)

Refugees. Louis Adamic considers the problem of European refugees in "America and the Refugees," Public Affairs Pamphlet number 29, 1939. In its 32 pages he recalls the American tradition of offering asylum, summarizes immigration laws and statistics, describes the European problem and populations affected, and sets up a program. (10 cents, or less in quantity. Address noted above.)

A comparable study-guide pamphlet, "Refugees a World Problem," was issued in December by the American Association of University Women. (20 pages, 10 cents a copy. Revised in January. Address the Association at 1634 I Street, Washington.)

Far East. The *Far Eastern Survey*, the fortnightly research service of the American Council, Institute of Pacific Relations, continues to carry important treatments of Far Eastern problems. In the March 1 issue, for example, Nathan M. Becker evaluates "The Anti-Japanese Boycott in the United States," Norman D. Hanwell explains how "War Hastens Chinese Railway Activity," and John R. Stewart describes conditions in "Protected and Railway Villages in Manchuria." (Single copies 25 cents; annual subscription \$2.50. Address the Institute of Pacific Relations, 129 East 52nd Street, New York.)

Readers are invited to send in items—programs and accounts of meetings, curriculum changes and classroom experiments, or personal items of general interest—for "Notes and News." Items for September should be sent in by August 1.

Contributors to this issue include Donald R. Alter, Howard R. Anderson, Cecil R. Coombe, Joseph C. Driscoll, J. N. Jordan, Ray Lussenhop, Frank Meyer, Benjamin Rosenthal, Howard W. Robey, M. L. Stone, Laura Y. Warren.

BOOK REVIEWS

Group Leader's Guide to Propaganda Analysis. By Violet Edwards. New York: Institute for Propaganda Analysis, Inc., 1938. Pp. 247, appendix. \$2.00.

The Institute for Propaganda Analysis conceives of its work in broader terms than the publication of the very useful periodical *Propaganda Analysis*, now in its second year. As part of this broader policy a guide was issued last year for the use of teachers in high schools, colleges, and adult education groups. The new and much revised edition of this study guide has now appeared. It is based in part upon suggestions growing out of the use of the older guide, and in part upon the types of help teachers and other leaders of study groups have requested over the past year. The result is a vastly improved manual that will give much more effective help.

After a brief discussion of what propaganda is and why it should be a subject of study, there is a very valuable section on the areas of basic work and exploration in propaganda analysis. This covers interests to which propagandists appeal, how they make their appeals, how self-analysis can be used as a means of making people aware of propaganda appeals, and how special interests are served by propaganda. Then follows the application of propaganda analysis to various areas of education: English literature, music and speech, art and history, journalism and current events, general science, social science, logic, mathematics, and other subjects. Throughout these two last sections are well selected study suggestions. No teacher who attempts to develop a consciousness of propaganda should neglect to read the guide carefully.

The guide's principal weakness arises from its attempt to be useful to the teacher who is inexperienced in teaching propaganda analysis

as well as the one who has been working at it for some time and is somewhat familiar with the literature. The result is that the guide spreads itself widely over the field and over-emphasizes teaching possibilities remote from practical use. The sections, for instance, devoted to English literature and music, while valuable in themselves, are of little immediate application to the problem of making pupils propaganda conscious. The bibliography also suffers from this and contains items whose connection with the problem is remote, while an important article like Irving Brant's "The Press and Political Leadership" (*Social Education*, January, 1938) is not mentioned.

These are minor deficiencies with the seriousness of the problem so great and the competence of the treatment at such a high level.

ELMER ELLIS

University of Missouri

American Politics: A Study in Political Dynamics. By Peter H. Odegard and E. Allen Helms. New York: Harpers, 1938. Pp. xi, 882. \$3.50.

Professors Odegard and Helms, political scientists at Amherst College and Ohio State University, respectively, have collaborated to produce a work which is perhaps the most comprehensive and daring study of American political processes since the publication of M. Ostrogorski's *Democracy and the Party System*. For those familiar with Professor Odegard's other works, it will not be difficult to recognize the present volume as an intensive analysis of forces to which he devotes only a few chapters in *The American Public Mind* (New York: Columbia Univ. Press, 1930). In the last mentioned work attention is given to description and analysis of all the major forces which go

into the molding of the American "Public Mind," whereas attention here is focused upon the actions and interactions of two forces, political parties and pressure groups.

The purpose of the book, stated clearly in its preface (p. ix), is "to show parties, pressure groups, bosses and machines in motion," and, among other questions, it undertakes to answer those about how political machines are organized and operate, how we are to be freed from the manifest evils of machine domination, and how such reforms as corrupt practices legislation, direct primaries, nonpartisan elections, voting machines, and proportional representation have worked out in actual practice. Political parties, the authors tell us, are interested primarily in matters involving personnel and patronage. Pressure groups, on the other hand, are interested primarily in those matters which involve public policy and legislation. It is upon this basic distinction between what they have called "job" politics and "policy" politics that the authors have developed a historical survey of presidential campaigns from the first to the most recent. It was found that in state and municipal government, no less than in the federal government, partisan politics has been "job" politics. "Local government is literally a wilderness within which spoils politics thrives like a rank weed" (p. 209). To remedy this situation it is proposed that we simplify our governmental structure through a process of consolidation and elimination, shorten the ballot, extend the merit system, adopt the city- and county-manager plans of government in local areas, and that we urge fewer elections and longer terms of office. Such reforms, in the opinion of the authors, not only would serve to bring government within the comprehension of the average voter but also would make for greater political responsibility on the part of electors and elected. The politics of the farm, business, labor, and race is discussed with special emphasis placed upon "the complexity, confusion, and conflict of interest" within these pressure groups. It is felt that "as business depressions become more severe and prolonged, labor will turn increasingly to the use of its political weapons" (p. 321). Of the chapters dealing with the electioneering process, none holds more meaning for believers in democracy nor provides more lively reading than "The Midas Touch—Campaign Finance."

Written with vigor and freshness, this book contains a vast treasure of valuable contemporary political data which will appeal to both scholar and layman. Though designed to serve as a textbook for college students, it will provide the secondary school teacher with an invaluable reference.

JAMES W. MILLER

University of Minnesota

Key to Recovery. By Russell Weisman. Cleveland: North American Pub. Co., 1938. Pp. xiii, 147. \$1.50.

Recovery from our recent plunge toward the bottom of the chart of economic activities is the desired goal. What shall we do to ascent to that goal? That is the riddle. Does the author solve it? In a sense, yes; but in another important sense it is apparent that he sees certain needs so clearly that his range of vision becomes narrowed.

"The Roosevelt Recovery," "The Reform Program of the New Deal," "The Boomlet of 1936 and 1937" are the headings of the first three chapters, which comprise about half of the book. They prepare the way for describing the depression of 1937-38 and the author's solution. The argument in brief: the government has too much interfered in business, thereby posing a problem which only "natural recovery" can solve. What is "natural recovery"? It is the recovery which will come about if the federal tax system is revised in such a way as to allow more profits to corporations and investors, if the budget is balanced and our dollar stabilized by being linked to gold, if the Wagner Labor Relations Act is modified, if world markets are greatly extended by means of reciprocal trade agreements, and if more flexibility is restored to private industry. These five "ifs" sketch the outline of the proposed solution.

As they are elaborated in the text, there is much to approve; scrutinized more closely, doubts increase. From beginning to end the author neglects to include in his analysis and solution some considerations that seem vital to the reviewer. He asserts, for instance, that our direct federal taxes are hobgoblins which make private capital hide away, and he takes no account of such flagrant violations of the principle of trusteeship as that of Richard

Whitney about a year ago, a scandal which very much undermined confidence. The explanation of why heavy industry fails to revive takes no cognizance of two important facts: our declining birth rate and the fact that we are at the end of an era of expansion during which our fathers built feverishly in order to occupy the national domain quickly. At present the American people no longer want to build railways; they want to listen to radios. Focusing on the wrongs done by the government to the relatively more wealthy part of our citizenry, the writer minimizes or overlooks entirely the benefits received by the less privileged. On the other hand some faults that might be found with Roosevelt policies—that they were extemporaneous and inconsistent, some directed to increasing prices while others aimed at increasing purchasing power—are not emphasized. Frequently, in the development of his argument, the author seems to believe that his opinions are axioms demanding no proof. Two examples illustrate this: "There is no justification for such a declaration of war against all holding companies as President Roosevelt made in 1937" (p. 330). "No justification" seems dogmatic to one who knows even a little about the malpractices of holding company finance. "This nation's rapid progress, and the high standard of living our people have been able to achieve are products of great industry and thrift" (p. 92). People in other parts of the world have been as industrious, more thrifty; yet a high standard of living often escapes them because the land they work is exhausted.

An American Experiment by Edward M. Hugh-Jones and E. A. Radice (New York: Oxford Univ. Press, 1936), and *American Way* by David Cushman Coyle, Carl Dreher, and Carl Landauer (New York: Harper, 1938. \$3.00) are books from which the teacher will learn more, and they should be read before one takes up the book reviewed here.

E. LEWIS B. CURTIS

State Normal School
Oneonta, New York

Friend Anthony Benezet. By George S. Brookes. Philadelphia: Univ. of Pennsylvania Press, 1937. Pp. ix, 516.

Anthony Benezet was a small and unattractive man, but these defects were obscured by

the radiance of his charitable being. The secular world makes no provision for elevating its citizens to sainthood, but if it did we should certainly long ago have done so with Benezet. He belongs in the tradition of St Francis, and nothing human was alien to him. Exiled Acadians, demoralized Indians, Negro slaves, warring whites—all these felt his ministering hand.

This volume is divided into two parts. The first third is the biography proper, and the remainder consists of letters to and from Benezet. The letters are arranged chronologically, but they might better have been arranged according to subjects, thus supplementing the various chapters which follow a topical order. For the student interested in the details of eighteenth-century humanitarianism the letters will probably prove the more valuable part of the book. It is a candle of devotion that has been raised here to the memory of Anthony Benezet. The author brings to his work that same fullness of reverence revealed by the mourners who thronged Philadelphia's streets when the old Quaker died one hundred and fifty years ago.

MICHAEL KRAUS

College of the City of New York

Third Yearbook of the John Dewey Society. "Democracy and the Curriculum." Ed by Harold Rugg. New York: Appleton Century, 1939. Pp. xiv, 536. \$2.75.

The third yearbook of the John Dewey Society addresses itself to the ever significant subject of democracy, with its implications for education. Harold Rugg in the first four chapters opens the volume with the presentation of a picture of American Society today. These four chapters, in the brief space of one hundred and thirty pages, present an admirable picture of the society for which youth is being trained. The general note is that society today is a depressed society, for which Paul R. Harris portrays the school as a delinquent institution.

Admitting the accuracy of Dr Rugg's picture and much truth in Professor Harris' indictment of the school, the reader turns to the second part of the volume for a study of the resources which can be utilized to raise depressed America. In this part of the volume, the chapter by George S. Counts is easily the most significant and well worth reading by all

social studies teachers. William H. Kilpatrick and Caroline B. Zachry use the third part of the volume to portray the nature of individual growth in our culture. Chapter xi especially is worth the attention of all teachers. The last part of the book deals with the school program in modern life. Two chapters by Hollis L. Caswell show the problem of curriculum development, while a chapter written by Paul Hanna and J. Paul Leonard presents in a few pages a rapid survey of the most promising efforts in curriculum improvement.

Selecting chapters ii, iii, iv, vii, xi, xv, and xvii as the most significant in the book, the reader can not help feeling the demands which contemporary society creates for an improved educational program in the public schools.

Although the authors of the yearbook indicate that they do not intend to offer a solution, it is perhaps to be regretted that they did not furnish a more definite suggestion for the improvement of present school practices. In a summary review the reader can not escape the feeling that, since our society is in such a depressed state, it is perhaps too much to expect that the schools should be the only institutions functioning normally and efficiently. Perhaps our transition has been so rapid and so extensive that all of our institutions have lagged behind, and that the lag disclosed in the schools is no more than is to be expected in institutional organization. The note of depression, therefore, should be less of an indictment and more of a challenge, a challenge to pursue practices which progressive education has instituted and experimental centers of the United States have found to offer some promise of improvement.

DONNAL V. SMITH

New York State College for Teachers
Albany

The Nineteen Thirty Eight Mental Measurements Yearbook of the School of Education, Rutgers University. Ed by Oscar Krisen Buros. New Brunswick, New Jersey: Rutgers Univ. Press, 1938. Pp. xiv, 415. \$3.00.

This is a work of major reference in the field of measurement. The title includes in its scope educational and personality as well as intelligence tests. There are four general sections: the first, a bibliography of "practically all pencil-and-paper tests published as separates

in the United States and the British Empire in 1937 and the first four months of 1938" (p. 7); the second, a bibliography with review excerpts concerning books dealing with the general field of measurement; the third, a new section with review excerpts of research and statistical methodology books; and finally, a brief section (also new) listing regional testing program reports.

This is an excellent continuation of the previous similar volumes produced by Professor Buros. A new and highly desirable feature is the inclusion of original test reviews representing a wide range of reviewers, subject matter specialists as well as test technicians. The reviews are significant in revealing the common concern about improving the quality of tests published as well as for the variety of viewpoints presented. A particularly commendable feature is the relatively complete information given about each test. Thorough indexing and cross references aid the reader to get complete references concerning any field with an economy of time.

It is unfortunate that many of the test reviewers use valuable space in describing the make-up, types of items of a test, etc., even when they are not criticizing these features. This information might have been incorporated with the other relevant data by the editor with little extra time or space.

This volume is indispensable to any schools contemplating the use of standardized tests as well as to anyone who is interested in measurement. The first bibliography by this editor listed eighty-three titles of social studies tests (*Educational, Psychological, and Personality Tests of 1933, 1934, and 1935, 1936*); the second, sixty-eight (*Educational, Psychological, and Personality Tests of 1936, 1937*); this one lists thirty-seven, of which twelve are critically reviewed. Classroom teachers in any field would learn much from an examination of the section on tests, and would find particularly convenient the book review section representing a wider scope than that offered by the *Book Review Digest*. A book such as this should have a salutary effect in influencing authors and publishers to present better tests. A "Test Consumers' Research Bureau" has long been a desideratum, and the School of Education of Rutgers University should be commended for undertaking a service that will start clearing

the way through the maze of tests and measurement material now available.

HORACE T. MORSE

University of Minnesota

Psychology Applied to Teaching and Learning.
By Coleman R. Griffith. New York: Farrar & Rinehart, 1939. Pp. xii, 650. \$2.50.

This book is addressed to "young men and women who are preparing to teach. Its main purpose is to facilitate the understanding of and control over the increasing varieties of formal school activity" (p. v). It is the author's conviction that such a book should present basic laws and facts about human nature and their application to educational practice rather than psychological analyses of instances of schoolroom activities. The sixteen chapters deal, therefore, with "The Nature of Psychology," "The Nature of Education," "Facts and Principles of Growth," "Maturation and Learning in Growth," "The Practical Control of Learning," "Habits, Skills, and Postures," "Perceiving and Skill in Observation," "Ideas, Concepts, and Language," "The Development of Attending," "The Development of Wanting and Willing," "Feeling and Interest and Emotional Action," "The Development of Thinking," "Personality and Social Attitude," "Personality and the Problems of Adjustment," "Adjustments to Individual Differences," and "Retrospect and Prospect." The materials presented are thus organized within the customary frame of reference of the educational psychologist rather than that of the professional educator. A consistent, unified view of teaching and learning as such may be developed from the materials of this book, although the author does not undertake to present such a view.

A somewhat unusual and helpful scheme of organization of the various chapters will recommend the book to persons desiring to use it as a basic text. Each chapter is divided into a number of sections, each section having a "section preview," a summary statement, suggested additional readings, and exercises to stimulate discussion and practical application. Each chapter concludes with a series of review questions and exercises.

Perhaps the most significant point of emphasis in this book is the stress placed upon a genetic or growth conception of behavior and

learning. The meaning and implications of this point of view, in contrast with the frequent static view, is well developed and illustrated by material from the familiar experience of many teachers. Teachers of social studies, particularly, will find here substantial support for a growing conviction that teaching social studies is much more than a matter of merely presenting subject matter and then examining the pupils to see if it has been learned.

W. B. FEATHERSTONE

Teachers College
Columbia University

Community Helpers. Pp. 256. 72c. **Community Activities.** Pp. 263. 76c. **Community Interests.** Pp. 286. 80c. By Samuel Berman, Jane Eayre Fryer, and J. Lynn Barnard. Philadelphia: Winston, 1938. All the Young American Civic Readers Series.

These books have the worthy aims of developing in third-, four- and fifth-grade pupils the qualities of good citizenship and good character. The first book, *Community Helpers*, for the third grade, "begins by establishing the eternal verities—truth, honesty, courtesy, and obedience—of good citizenship" as well as furnishing a great amount of material concerning the services of those who feed, clothe, house, and care for the health of the community. The second book, *Community Activities*, for the fourth grade, "describes more complex principles of right citizenship—thrift, perseverance, self-control." There are also detailed descriptions of the duties of the fireman, policeman, postman, street cleaner, and the patriotic citizen. The third book, *Community Interests*, for the fifth grade, is concerned with public utilities, neighborhood affairs such as the public school, playground, library, parks, housing needs, and international understanding.

My first reading of the books resulted in a sense of confusion and a failure to comprehend any definite plan of organization. This reaction was due, I believe, to the abundance and variety of materials used. There are factual stories, imaginative stories, dramatizations, poems, and innumerable suggestions for further exercises and activities. Some of the content seemed to me to have little relevancy to the social studies. I questioned the authors'

assumption that this material will "develop a love of truth," an appreciation of the beautiful, a bent toward good, and a will and desire to use knowledge for beneficent social ends."

However, I have learned to judge teaching material primarily from the response of the children for whom it is devised and, therefore, put the books into the hands of third-, fourth- and fifth-grade children under the guidance of expert teachers.

The children's response was spontaneous and sincerely enthusiastic. The most successful stories were those which had situations involving behavior problems. Listening to their discussions, I was convinced that the children had gained a better understanding of factors in their own problems and, in some instances, had learned specific responses.

With the exception of the lowest tenth of the class, the children could read the material with ease. Indeed, the teachers believed that members of the lowest group put forth unusual effort to read, because the stories were so interesting. My final judgment of the Young American Civic Readers is that they provide a wealth of excellent supplementary material,

especially in the hands of discriminating teachers.

FAY ROGERS

Tuttle Demonstration School
Minneapolis

Centerville. By Paul R. Hanna, Genevieve Anderson, William S. Gray. Chicago: Scott, Foresman, 1938. Pp. 288. 92c.

The purpose of this book is to arouse children's interest in the familiar things about them which have social significance. It pictures a small American town in close contact with the surrounding farm country and within easy access to a city. The fact that 51 per cent of American children live in small town or the country makes the choice of scene a wise one. Almost all city children have the opportunity to become acquainted with non-urban communities through the hospitality of relatives and friends. The town is aptly named Centerville.

The authors have made a noteworthy achievement in placing before children, in terms they understand and like, a comprehen-

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sive social situation wherein the political, economic, and cultural aspects are well balanced. It is a portrayal of the living social processes of the community. The people are the same folk that children know. Through observation, intelligent participation in community activities, and sharing common interests, Centerville children learn how the satisfaction of their own needs and desires depends on the proper functioning of all the social arrangements. The pictures will appeal to children and make many of their own experiences more meaningful as well as create interest in unfamiliar ones. The vocabulary is well controlled so that reading should cause no difficulty. In "A Chapter for Teachers" the social ideas developed are listed for the convenience of teachers. There are teaching aids for "Special Study" and "Things to Do" which vary considerably in value.

This book will unquestionably motivate children to read further and to investigate similar situations in their own communities. It will contribute a stock of valuable ideas concerning social feats. Having used the first three books in this series, I heartily recommend *Centerville* to third- and fourth-grade teachers.

FAY ROGERS

Tuttle Demonstration School
Minneapolis

Economic and Business Opportunities. By Clyde Beighey and Elmer E. Spanabel. Philadelphia: Winston, 1938. Pp. vii, 602.
\$1.92.

Textbooks should be written primarily as an incentive for youth to gain knowledge. They should arouse enough interest in the economic conditions of this world, so that later on he can adjust himself. Secondly, there might be devices to help the teacher impart knowledge.

We, my class and I, tested Beighey and Spanabel's *Economic and Business Opportunities* by careful reading, study, and application. Their interest was especially aroused by chapter xx, "How to Select and Buy Necessities of Life." Animated discussions ensued, which I am sure, gave them an insight into their parents' difficulties of everyday buying and thus established a closer home bond. Even questions of money and taxation, usually class bugaboos, were readily thought out, thanks to the concise, coherent, phraseology found in chap-

ters iv, v, xi. Practical help in chapter xv, "The Office: Its Personnel and Physical Equipment," was given by pupils who hoped to get jobs. "The Weekly Summary of the Completed Work" (p. 540) and the "Employers Rating Card" (p. 543) made them realize that in the outside world somebody is always checking up. These are only a few examples of "pupil satisfaction" gained from studying this book.

The organization of the book into eight units is excellent and elastic. It is not necessary to teach the units in order of their book sequence. Graphs, charts, pictures, cartoons are found in sufficient number to break the monotony of the printed page. They become a valuable asset in awakening the pupil's realization of the fact that economics is not just a theoretical subject, but a vital part of everyday living. Study devices are found at the end of every chapter to assist the teacher in making class plans.

In conclusion, I should like to suggest that every teacher of economics give this textbook careful consideration, for it is truly "up to date" in every way. It discusses many outstanding topics pertaining to the year 1938.

HELLEN B. PINK

Central High School
Minneapolis

Scaling the Centuries. By Erwin J. Urch. Boston: Heath, 1939. Pp. xxi, 838, xiv. \$2.12.

This book gives in a clear narrative style the generalities of world history and is quite a contrast from the average high school history text. It develops the story of mankind well enough to form a framework on which the important ideas, events, and institutions may be presented significantly, and it will serve as an excellent textbook for high school world history classes. The mechanical aspects are also well developed. The emphasis is social and economic rather than political and military, with twenty-one chapters divided into seven distinct units of study—each unit organization presenting continuity of thought. The vocabulary is simple enough to be read easily and within the grasp of the "dull-normal." Yet the material is so presented as to give abundant opportunity for the brilliant pupil. There are excellent visual aids to act as stimuli to the understanding of history, original draw-

pter xv, al Equipment to get completed Rating in the kink up. pupil satisfi- k. to eight necessary book se- sions are monot- a val- ual- ization heoreti- living. of every thing class test that textbook "up to stand- PINK Urch. \$2.12. e style quite a history well he im- may be as an old his- we also al and litary, seven ization vocabu- lary and " Yet abun- There ful to draw-

ings by Frank Dobias illustrating events and personalities of history, and a group of pictures and maps in color in the back of the book with appropriate references to bring them into relation with the text. The self-test drills are sufficient. At the end of each chapter there are vocabulary drills, questions to answer, problems to solve, and collateral reading lists.

The author subdivides the three major periods of history, ancient, middle ages, and modern, better to clarify the rapid change between periods. He defines the people in the centuries before writing became common as primitive or prehistoric, those in the next centuries until the fifth century A.D. as ancient, and those between ancient and modern times as medieval. The term modern is used for people and civilization most nearly like our own. The story of modern history has been traced to a very recent date. World events in 1938 have been recorded in the narrative, and a map of Europe shows the boundaries as they are in 1939.

LILLIAN SCOTT ELDRIDGE

Arkansas State College
Jonesboro

Never to Die: The Egyptians in Their Own Words. Selected and arranged with commentary by Josephine Mayer and Tom Prideaux. New York: Viking, 1938. Pp. 224. 94 illustrations. \$3.50.

This book, by two members of the faculty of the Lincoln School, Teachers College, Columbia University, contains a good selection of translations, in chronological order, from the religious and secular literature of the ancient Egyptians produced from about 3000 to 1000 B.C.; linked together by brief historical summaries and commentaries. The compilers have done a good job with their bibliography, which gives the principal authoritative works in English on the literature, art, history, and religion of pharaonic Egypt, as well as the sources of the translations constituting the bulk of the text of the book. The compilers have wisely made frequent use of Blackman's translation of Erman's *Literatur der Aegypten*, and one wonders why it was not used for "The Destruction of Mankind," "The Eloquent Peasant," and "Anpu and Bata," instead of the earlier and less accurate translations cited. The translations from the Ebers Papyrus, based

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ultimately on the half-century old German rendering of Joachim, should have been checked with B. Ebbell's new English translation (Copenhagen, 1937), though it is possible that the latter was not available when the book under review went to press. The Winckler translations from the Amarna letters should be checked with Knudtzon's later and better rendering into German. The numerous reproductions of Egyptian sculpture and painting should all have had their titles and dates beneath them instead of at the end of the book, particularly as they frequently are placed out of their chronological order. A considerable number of minor errors in the commentary would have been avoided if a trained Egyptologist had read the manuscript carefully before it went to press.

Neither of the two Intermediate Periods can properly be called "hundreds of years" long (p. 24). The number of gods is partly accounted for by the great number of local cults (p. 24). The correct reading of the name of the earth god, Gēb (not Seb) has been known for half a century (p. 25 and *passim*). In the illustration on page 26 Rē is not shown between Shu and Tefnut (better Tefēnet) but between Maet, goddess of truth, and Heka, god of magic. Shu is the kneeling figure with raised arms in the center of the picture. The kings mentioned on page 37 were not the first or last builders of great pyramids. This form of royal tomb began in the III Dynasty and continued through the XII. "Beloved of Khnum" (p. 38) is not a "title" of the Pharaoh and the two titles (Horus, and Son of Rē), which well support the compilers' thesis, have been omitted. The great Sphinx (p. 41) was chiefly carved from the living rock, not "built." Most of the pyramid texts belong to the VI Dynasty (p. 41) but some date from the V. There is no means of determining the date of their composition (p. 42). We only know they are much older than the surviving versions. At the middle of page 64 for "no husband" read "a husband." One would like to know why the compilers (p. 65) think the conception of a universal god is "perhaps overestimated." Can it be that they prefer national gods? The "hard times" of page 66 and the "revolutions" of page 68 occurred not during but before the Middle Kingdom. The disturbance for which the castor oil bean is recommended (p. 78) in

the Ebers Papyrus is actually the opposite of the condition named by the compilers! Doubtless the remedy was used for both, then as now. The belief that the horse was introduced into Egypt by the Hyksos (p. 102) is based simply on the fact that the horse is never mentioned or depicted in Egypt before that time, but occurs frequently from then on. The Carnarvon tablet is not important on this point. The simplest and most reasonable theory about Hat-shepsut (pp. 103 and 104), now held by nearly all scholars, is that she was the wife of Thut-mosè II whose son by a lesser wife was Thut-mosè III. Few if any scholars now believe that the Hebrew Exodus coincided with the expulsion of the Hyksos (p. 104). Such evidence as there is seems to place the Exodus in the thirteenth century B.C. On page 105 the reference to the tale of Anpu and Bata is misplaced. It belongs more than two centuries later.

In the main, the book gives the layman a good picture of the culture of pharaonic Egypt.

LUDLOW BULL

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Medieval Panorama. By G. G. Coulton. New York: Macmillan, 1938. Pp. xiv, 801. \$4.00.

"What all want to know is the condition of our fellow-men; and, strange to say it is the thing of all least understood, or to be understood as matters go." With this quotation from Carlyle the author prefaces his most recent book. It might serve equally well to preface his life work as a writer and scholar. He has devoted his efforts and his pen from *The Medieval Garner*, through which many of us gained our first acquaintance with him, to the present volume written almost thirty years later to supply this deficiency for the middle ages. Not only has he himself worked incessantly at this task, as his numerous publications so eloquently testify, but he has likewise stimulated many able young historians to similar effort. He might well be called one of the great pioneers of true social history.

From the point of view of the teacher of medieval history, this work is in many respects his best work. It is well written, a characteristic of nearly all his works. It covers a range of homely and less homely aspects of life as wide as that included in *The Medieval Garner*, but it does so more comprehensively and with a mellowness of understanding which the earlier work lacked. Each topic, and there are fifty-two of them, is considered in a more fully rounded conception of its place in the common life. There is generally a willingness to consider the good as well as the bad, to make the picture more true to the life from which it was drawn. And yet his writing has not lost that provocative quality which makes students thirst for more information with which to refute, or confirm, the point of view he so definitely holds. Furthermore, this work has the advantage of wider availability since it is in one volume rather than in four or five, and thus falls within the reach of the more restricted school library budgets. For all of these reasons, teachers generally will find this book the author's best for their needs.

Historians have had, and probably always will have, difficulty in placing the author in their fold. From their point of view, he has never been entirely orthodox. He has never shared their meticulous respect for either chronology or geography. Even in this volume, which is devoted chiefly to England in the

fourteenth, fifteenth, and early sixteenth century, he feels no difficulty, whenever it suits his purpose, in including the *Divine Comedy* of Dante nor in reaching out to nearly all parts of Western Europe or to the past two millennia of time. His use of sources here, as in the past, has been equally unorthodox. He feels free to draw upon recent secondary works or older works, upon the best editions of medieval accounts or upon others which happen to be more available. It has always been possible to draw up a long list of scholarly grievances against his work. And yet, when all is said and done, he has given the reader material not readily found elsewhere, and he has confronted the historian himself with material that cannot be disregarded.

Equally unorthodox has been his flaunting of the scholarly ideal of objective, dispassionate pursuit of historical knowledge. He has a point of view and a purpose, more or less passionate, which is never concealed. Perhaps he has been influenced more by contemporary publicists who have chosen to write about the middle ages than of objective historians of the Ranke school. It is a question whether the middle ages have suffered more at the hands of their foes or friends. It was the fashion for popular writers on the period, a generation or more ago, to treat the period as among the blackest in human history, a point of view recalled by the epithet, "the Dark Ages." More recently writers have tended to idealize the period, to ascribe to it all the simple virtues so often lacking today, to apply to it all the nostalgic glamour of the "good old days." Such description is, of course, quite as unconvincing as earlier denunciation. Coulton's point of view that all was not lovely in the middle ages has come therefore as a wholesome corrective. It served to shake students out of any beguiling sense of complacency and sent them scurrying to find the whole truth for themselves. It still does that, though in this latest book, his more circumspect treatment with its mellow kindness presents a much truer picture than did his earlier work. For this reason, too, the teacher, whatever his own personal preference of interpretation may be, will welcome this work of Coulton's as an effective aid in teaching.

The book is supplied with a wealth of authentic illustration, in picture as well as in

text for which, no doubt, the publishers as well as the author deserve praise. The book is excellent both for high school and college courses dealing with the middle ages. It is extremely well written, simple, interesting, and stimulating.

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Spain in Europe and America. By Anne Merriam Peck and Edmond A. Mérás. New York: Harper, 1937. Pp. viii, 312. \$1.00.

This is a comprehensive, fast moving, dramatic presentation of the historical evolution of Spanish culture. It reveals the work of a visitor and student who visits, understands, and studies a people scattered through the world and then recalls the ideas grasped. Consequently, the product is a melange of exposition, interpretation, and criticism. Yet the authors have tried honestly, as in their previous book—and have almost succeeded—in being impartial, sympathetic, and just.

In their effort to give a well rounded picture of the Spanish people, including an elementary but competent summary of their complex and confusing history, the authors are able to present one of the most readable and engrossing little books of its kind. In chapters i and vi the authors present a timely portrayal of the natural and cultural environment of the Spanish peninsula with the idea of giving a clear understanding of the influence of the environment on the character and idiosyncrasies of the people. With chapter ii a rapid overview of Spanish history is given, beginning in 201 B.C. when the Romans took possession of Spain. This account continues into the present, stressing the work of Spain in America and her influence on Spanish America, and touching very lightly on the present civil war.

In view of the fact that this book is designed for American pupils, it is regretable that a few errors of fact and of judgment have crept in, in the historical part. For example, the authors have failed to give an understanding of the work of Spain in continental United States. Father Bartolomé Las Casas, the Apostle of the Indies, is presented as the man responsible for Negro slavery in Spanish America while his achievements in behalf of

the native Indians are not dealt with. A distorted and lopsided picture of the conquistador is given. The objective of the conquest and colonization of the New World is presented as mostly gold seeking, while in the first few years of the colonization Queen Isabella, the Catholic, left her testament which gives quite another aim of the conquest. Juan Ponce de Léon, discoverer of Florida, was never governor of Cuba. He was the first governor of Puerto Rico.

Some of the most interesting features of the book are the chapters on art, music, literature, and science. Chapter x, "The Artist Spirit in Spain," is an acceptable résumé of the artistic evolution of Spain. It bases art on the feelings or sentiments of the people, and this is a historical truth. The chapter is valuable for beginners. It seems to this reviewer however, that there is an error in appreciation when the authors tend to present the work of El Greco as superior to that of Velázquez. Chapter xi, the "Soul of Spain in Music and Dance," is a very superficial treatment of the subject although valuable for the beginner in the study of Spanish culture. The popular origin attributed to the dance and music is commendable. Chapter xii, "Creative Writers in Spain," is a brief and incomplete exposition of Spanish literature, from the *Poema del Cid* to the present. The authors do not treat this matter fully enough to give a clear idea of the evolution of Spanish literature. It is unsubstantial, wavering in its criticism, badly informed, and poorly organized. It is not even valuable for beginners. Chapter xiii, "Creative Arts in Spanish America," suffers from the same errors, more or less, which have been pointed out in the preceding one. Both chapters give the reader the feeling that they were written in order to satisfy the superficial curiosity of the tourist.

Both chapters xii and xiii, if used in the classes in Spanish literature, should be reorganized and supplemented by the teacher, using for collateral reading authors like Salcedo, Menéndez Pidal, Hurtado y Palencia, Romera Navarro, Valbuena. The chapter on the "Spanish Men of Science" lacks exactness in facts although interesting in reading and stimulating. Youth is sympathetically honest in its presentation and has a more satisfactory judgment of facts. The last chapter gives a

democratic point of view on the present Spanish war. Although in the perspective of the present, the material may not be considered as entirely reliable, the authors have tried to be impartial, just, and sympathetic.

The value of this book as a text lies in its usability. It has a few errors, but those can be corrected by the well informed teacher. It should be supplemented by suitable references. It is easily read and interesting in expression. It appeals to both the child and the adult, to the beginner as well as to the more advanced student. The more advanced students of the history of the Hispanic people may find the volume somewhat inaccurate in its appreciation and insufficiently analytical and may wish that the authors had treated the matter more fully. Such, however, may not be achieved in a small, unpretentious volume like this. It also has a use in collateral reading. Its exercises at the end are useful and the list of books at the end may serve for suggesting a reference library on the subject.

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